

SCHOOL LIFE

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Recent Appointments in U. S. Office of Education

IN further carrying out the plan of organization "to improve the services of the U. S. Office of Education," as announced earlier by Commissioner Studebaker, five staff appointments have recently been made. These include: E. B. Norton as Director, Division of School Administration; Roosevelt Basler as Chief of Instructional Problems, Division of Secondary Education; G. Kerry Smith as Chief, Information and Publications Section, Division of Central Services; Glenn O. Blough as Specialist for Science, Division of Elementary Education; and Henry H. Armsby as Specialist in Engineering Education, Division of Higher Education.

School Administration Head

Dr. Norton, who has served as Superintendent of Education of Alabama since 1942, received his A. B. degree from Birmingham-Southern College in 1923. He pursued graduate study in educational administration at the University of Alabama. In 1942, he was honored by Alabama Polytechnic Institute with the LL.D. degree and by Birmingham-Southern College with the LH.D. degree.

His career in education began as a teacher of science and mathematics at Pike Road, Ala., where he remained 3 years. In 1927 he became principal of Rawls High School in Andalusia, Ala., from which post he was named superintendent of Covington, Ala., county

schools. In this administrative position he served as executive officer of the county board of education, and planned and administered a comprehensive program of school consolidation and pupil transportation. As Superintendent of Education of Alabama, Dr. Norton has been responsible for the organization and administration of the State Department of Education, and for the general supervision of the public school system and the State institutions for teacher training.

Dr. Norton is a past president of the Alabama Association of School Administrators and of the Alabama Education Association, and has served on the legislative and executive committees of the National Council of Chief State School Officers. He recently returned from Japan, where he was a member of the educational mission to advise General MacArthur on the organization and administration of a democratic system of education in that country.

Instructional Problems Chief

Dr. Basler received the A. B. and A. M. degrees from the University of Washington, and the Ed. D. from Teachers College, Columbia University. His educational work began as a teaching fellow in the College of Education, University of Washington. After 2 years' association with the Tacoma, Wash., public schools, he became director of curriculum for all grade levels. Later he taught in summer sessions at

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Federal Security Administrator

WATSON B. MILLER

U. S. Commissioner of Education

JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

the University of Washington; was connected with the Division of Field Studies, Teachers College, Columbia University as research associate on the Pittsburgh, Pa., school survey; was curriculum workshop instructor in the University of Washington (summer session); and participated in the Newark, N. J., school survey. He left the position of superintendent of Joliet Township High School and Junior College, Joliet, Ill., to join the staff of the U. S. Office of Education.

Dr. Basler is author of numerous articles in the field of curriculum study. He is a member of the Association for Supervision and Curriculum Development of the National Education Association, the Illinois Education Association, Phi Delta Kappa, and Kappa Delta Pi.

Information and Publications Chief

Dr. Smith came to the Office of Education from West Georgia College, where, since 1942, in addition to his duties as chairman of the Division of Language, Literature and Fine Arts, he has been public relations director. His additional responsibilities included: Director of the Communication Center, chairman of the Publication Committee, consultant on public relations matters to the Georgia Teacher Education Council, and chairman of committees on FM radio for the Georgia Association of Colleges and Universities and the Georgia State Department of Education.

From 1934 to 1942 Dr. Smith taught English and social studies at the Horace Mann School and at Teachers College, Columbia University. Since 1942 he has returned (in summer sessions) to Columbia University as a visiting professor to teach school and community public relations and classroom utilization of radio and motion pictures. During 3 summers, he was business manager of the American Seminar in Europe. He has also taught during summer sessions at the College of Charleston, S. C. Among plays written and produced under his direction at the Horace Mann School of Teachers College was the Horace Mann Centennial play, "Those Who Bear The Torch," which was published by the National Education Association. During his teaching experience, he taught courses in freshman orienta-

tion at New Haven College, New Haven, Conn.; English at King School, Stamford, Conn.; social studies at Greenwood Elementary School, Des Moines, Iowa; and English and social studies at Madison Junior High School, Madison, N. J.

Dr. Smith is co-author of "Working for Democracy," and author of articles which have appeared in the *Teachers College Record*, *The Intercollegian*, and other publications. He received the A. B. degree, *magna cum laude*, from Emory University, and the A. M. and Ed. D. degrees from Teachers College, Columbia University. He is a member of Phi Beta Kappa, Phi Delta Kappa, and Omicron Delta Kappa.

Science Specialist

Mr. Blough received both the A. B. and A. M. degrees from the University of Michigan. From 1929-31 he taught science in the Mount Clemens, Mich., junior high school. Since that time, he has supervised student teaching in science, conducted extension courses in science content, and developed courses of study for grades and junior high school at State Teachers College, Ypsilanti, Mich.; was assistant professor of science at the State College of Education, Greeley, Colo.; and was instructor and supervisor of science in the University of Chicago laboratory school.

In 1942, he was assigned to the supervision of instruction in Navy schools with the rank of Lt. Comdr. In that capacity, he conducted classes in instructor training, and wrote curricula, courses of study, and other materials for Navy schools.

Engineering Education Specialist

Mr. Armsby, who is a graduate of Pennsylvania State College, was on the staff of the Missouri School of Mines and Metallurgy for 23 years. His duties there included several years of teaching, followed by administrative services as registrar and student adviser.

From 1941 until his recent appointment he was field coordinator of the Engineering, Science, and Management War Training program, which was conducted under the U. S. Office of Education. As specialist in Higher Education assigned to Engineering Educa-

(Turn to page 19)

The Case of Science in the Elementary School

by Glenn O. Blough, Specialist for Science, Division of Elementary Education.

THE superintendent has just dropped in on the third-grade room. He has more than one interest in third grade. He is the superintendent of the school—that's one interest. His young son is in grade three—that's another.

It's a bright spring Monday morning and the boy and his father arrived together. "Hank" bears a gift for the teacher. "Look at what I got!" says Hank, extending a tin pail into which the teacher peers with the anxious, animated expression which she knows is expected by all concerned. Inside the pail, floating in a quart or so of pond water, is a fist-sized globule of colorless jelly, full of black ball-shaped objects a little larger than buckshot. More of grade three gather to gape into the pail.

"We got them yesterday in a pool by the roadside," the Superintendent volunteers.

"How interesting," says the teacher with unconvincing enthusiasm.

"What are they?" shout a chorus of boys and girls.

"Frogs' eggs," says Hank.

"Oh!" says the teacher. It's just a plain *oh*, but it's accompanied by a sigh of obvious relief.

"What are they for?" somebody asks.

"What shall we do with them?" somebody else inquires.

"What's going to happen to them?" from someone else.

"Let's take them out of the water so we can see them better," somebody suggests.

"I'm sure your teacher will know what to do with them," the Superintendent comments as he says "good morning" and leaves her with the bucket of nature lore and 25 curious third-grade minds.

But poor teacher has never seen a frog's egg before!

She doesn't know what to do with frog's eggs nor what will happen to them nor how to study them. Obviously she can't pour them down the drain when no one is looking. Actually she doesn't want to, even though that might be a simple way out. The children have

evidenced a curiosity about them. She is aware that all sorts of learnings might take place if only she knew how to guide them into some appropriate channel.

This isn't the first touch of the out-of-doors that's been brought inside of this third-grade room. There are cocoons (now drying up in a can on the window sill), a rock with a fossil in it, some shells from the sea, a mud wasp's nest, some milkweed pods, and several other samples of the wide world—all collecting dust on a corner shelf.

Interested But Scared!

Then there are all those questions that pop up while the children are living at school: "What makes the lights go on and off when we turn the wall switch?" "How can our fire extinguisher put out a fire?" "Why did our goldfish die?" "What's in a cloud?" "How can a big iron boat float?" Those are only a few of the problems that have come up during the year. To be sure, they interested the teacher, but they scared her too. She recognized them as science problems and that reminded her of that terrible physics course that she came near failing because she couldn't work the problems, and the zoology course where she cut up the bull frog and couldn't find the spleen and the *vas deferens*.

The plight of Hank's teacher is not unlike that of countless other teachers in the elementary school. She can manage the arithmetic. She can work the problems, and she's had a course in how to teach it. The same thing is true for reading, spelling and many of the other elementary school subjects. But science, no. She has had little background which will help her teach grade-school science, and she has little or no knowledge that helps her to know the appropriate subject matter.

Real Experiences Count Most

And so in many schools, instruction in science in the elementary grades is poor. It varies widely from school to

school and from State to State. Some teachers believe that when they tell children that Jack Frost paints the leaves in autumn and help children to produce a leaf spatter print or two, that they are teaching science. Fortunately, comparatively few of such teachers survive. Some teachers believe that if the science materials children bring to school are properly exclaimed about, placed on a table and appropriately labelled, their science teaching is accomplished. Other teachers believe that if children learn to identify a number of the birds that chirp, trees that leaf out, and flowers that blossom in the spring, they are fulfilling the requirements for science learning at the elementary level. Still others believe that reading stories about science will solve the riddle of what to do about science teaching in the grades.

Obviously, none of the foregoing even approaches a desirable state of science teaching in the grade school. Certainly science teaching should not confuse fancy with fact. Each has its place in the development of girls and boys, but they do not mix nor even form an emulsion. The science material children lug to school is interesting, useful, and it is highly desirable that pupils continue to bring such things to school, but they can hardly be relied upon to supply all of the children's experiences in science. To do so limits the experiences, tends to make the program hodgepodge, and has other undesirable aspects. These materials are useful in stimulating interest in the environment, and can be the source of inaugurating worth-while learning experiences, but they are only one of the avenues of approach. Learning the names of birds, trees, and flowers is good as far as it goes, but that's not very far. The names of things are used when there is something to be said about them. Identification, then, is a means to an end. What is learned is the important item. Reading about science is one way to get acquainted with it. No one questions its use as a tool for learning, but substituting it for real experiences with the material itself seems shortsighted.

An Organized Program

There are, however, many schools where a real science program has come into being and is flourishing. Unfor-



Courtesy Cleveland Public Schools

A resourceful science group demonstrates an experimental approach to understanding a science principle.

unately, these are relatively few compared to the number of schools throughout the country. In these schools science is organized as a continuous program, from kindergarten through the first six grades, into the junior high school, and then the high school. It is a planned course in which each year's experiences build on those which the pupils have had previously. The course is built around significant problems in the children's environment, takes into account their interests, abilities, aptitudes, and skills. It always holds certain specific, important purposes, and all of the experiences are chosen with these purposes in mind. It attempts to keep in view the needs of the children, is continually subject to revision, and this comes nearer and nearer to meeting their needs. It takes into account things children bring to school, and the questions they ask; but obviously it goes farther.

Children who participate in such a science program as this, are—among other things—broadening their interests in the problems in their everyday environment. They are becoming more and more observing. They are coming to know the scientific principles which govern the world in which they live. They are getting acquainted with the scientific method of problem

solving—learning cause and effect relationships, learning how knowledge grows, learning to be careful and accurate in their observations, to respect another's point of view, to base conclusions on fact, and, in solving a problem, to look at the matter from every side.

Some Helpful Suggestions

But there is Hank's teacher—willing but untrained. She, too, has a problem. She is typical of a large number of teachers in the elementary schools of the Nation. She realizes that the children are interested in science and she would be glad to capitalize on this interest, but how can she look at her problem from every side and then determine a course and pursue it? To her, frog's eggs, cocoons, electricity, fire extinguishers, et al., have but one side—a rather confusing, unfamiliar one that even frightens her a little. Wherein lies her help?

First of all, one thing she does *not* need is a large body of *technical* information in science. If she knew, quite thoroughly, the material in a general science and biology textbook of high-school level, she would be well on the way toward being able to help the third grade. This background, blended with her knowledge of how children learn,

would give her an excellent start. Often she will have to say to her group, "Well, I don't know the answer to that question, but let's see how we can find out." And together there is investigating through experimenting, observing, reading, and other appropriate activities. Some of the best teaching of elementary science in America today is being done under such circumstances. No teacher can wait until she can answer *all* of the questions in science which her children ask, for if she does, she will never begin her science teaching.

She needs to build up her own first-hand experiences through performing simple experiments herself, taking observation field trips, observing good science teaching by more experienced science teachers. She needs also to read as much science as she can, to enlarge her background.

A good course of study or a handbook in elementary school science will help her, too; but she should be able to choose from several units the ones that seem most appropriate to her group. Then with a skeleton outline to follow, she can proceed to organize her activities in science to accomplish certain worthy purposes.

A college survey course in the physical and natural sciences will be of inestimable help to her, if it is geared to her needs as an elementary teacher. It should be nontechnical in nature—not full of difficult useless details and terminology, but designed to help her answer children's questions. It should give her experience with the actual use of simple experimental apparatus. It should show her how to make simple apparatus, and where to buy what she and the children cannot make. It should show her some of the methods for teaching science to children and acquaint her with elementary science books, references, free materials, and visual aids. One of the most valuable experiences this teacher and her contemporaries could have during a summer, would be to participate in such a college course.

She should learn to make the greatest possible use of the help her environment is bulging with—the woodlots and the park, the specialists in her community, the local museum, the town library, the junior high school and the high school science teachers, and the countless other

similar sources that are of inestimable use to her.

After the teacher has built up her background of experience in science, let the Superintendent come in with his son Hank and the ball of frog's eggs, and see what happens. The third grade will be making some careful observations. The children will watch the eggs develop. They will try out simple experiments with them. They will use reference material, too, to answer their questions, and their teacher will lead them to explore other related interesting problems, such as, how animals change as they grow, how they protect themselves, obtain food, are economically important, and are related to other living things in the world. The matter of directing the learning of science in the elementary school needs to be considered from every side, but before our teachers in the elementary school can do so, they must themselves have help to see the sides.

Some Explorations for Teachers

So, if you are a teacher in an elementary school, and are interested in doing a better job of teaching girls and boys science, try building yourself a curriculum from the following ideas:

Enroll in a summer school course in science at the elementary school level, either a course in methods for teaching science—if your background is already adequate—or in a survey course in science subject matter if that is what you need. Indicate to your instructor early in the course your interests and problems and ask him to help you.

Or, if you have some background in grade-school science teaching, search for a workshop where you can be free to work on your problem. Read books, courses of study, and any other pertinent material. Use the science laboratory. Confer with other teachers and with supervisors and principals. Then, on the basis of what you have learned, sit down and make a tentative plan for a year's science work in the grades. Let it be a skeleton outline, with aims, activities, and procedures that you can drag out of your closet in the autumn.

Spend a few days exploring your school and community for the resources that you can call on for help in enriching your science program. Find out what science there is in your school yard, in the nearby park and woodlot. Discover who in your com-

munity has information, skill, or materials that you can use. Explore the school environment to find out what is at hand to use as a source of field trips that will serve a useful purpose in your program—the city water purification plant, a museum, an observatory, a telephone exchange, a zoo, a manufacturing plant, or any other similar source. Talk with your supervisor and get as much help as possible.

If you don't attend an organized summer school, give yourself a home study course in science. Get a high-school science teacher to lend you copies of textbooks in general science and biology. Get additional material from your local library. Do as many of the suggested activities as you can. Study any available outlines on science and then begin to assemble your ideas into a plan for your science teaching program.

Some Explorations for Administrators

If you are a superintendent, curriculum coordinator, principal, or supervisor in the elementary grades and are not satisfied with your science teaching and want to help your teachers, explore some of the following suggestions:

Discuss the possibilities already described with your teachers, encourage them by your suggestions, and plan with them. Help the teachers by urging them to try science teaching even though they may feel hesitant because of their limited backgrounds.

Try to make available to them as much material as possible, i. e., courses of study, books, and other reference materials and magazines.

Enroll the assistance of local junior high school and high school science teachers through meetings in their science rooms, so that elementary teachers can see science materials.

If feasible in your situation, establish a science committee of interested teachers to work cooperatively on the development of a science outline for the entire school system. This initial attempt can form the basis of a course of study to be issued at some future time, but always considered tentative—open to improving suggestions.

Books Relating to Immigration and Naturalization

In response to many requests from teachers and students for information about books relating to immigration and

naturalization, Victor P. Morey, Specialist in Educational Services, U. S. Department of Justice, has prepared a *Selected Bibliography on Citizenship Education, Cultural Backgrounds, and Assimilation of the Foreign-Born in the United States*.

The publication contains lists of materials pertaining to administration, philosophy, and methods of adult education; Federal textbook on citizenship for candidates for naturalization; reading materials for candidates for naturalization; historical and legal aspects of immigration and naturalization; ethnic, nationality, and culture groups in the United States; biography and autobiography of foreign-born Americans; and the immigrant in fiction.

Copies of the 30-page mimeographed bibliography may be obtained by writing to the U. S. Department of Justice, Immigration and Naturalization Service, Franklin Trust Building, Philadelphia 2, Pa.

Vocational Education Resolution

The Federal Advisory Board for Vocational Education at a meeting held April 17, 1946, unanimously adopted the following resolution:

Whereas: The attention of the Federal Advisory Board for Vocational Education has been called to (1) the difficulties of implementing the educational provisions of the G. I. Bill of Rights in institutions which have varying policies relating to tuition charges, and (2) the lack of adequate funds at State and local levels to approve places of employment for training purposes and for supervision of training on the job,

Be it therefore resolved: That the Federal Advisory Board for Vocational Education herewith urge the Congress and other appropriate Federal agencies to correct the deficiencies mentioned above (1) by assuring promptly to veterans in every State the educational benefits provided by the G. I. Bill of Rights, and (2) by providing to State and local agencies the funds necessary to the proper approval of places of employment for training purposes and for proper supervision of training on the job.

SECONDARY EDUCATION

Secondary School Life Adjustment Training for Sixty Percent of Our Youth

by Maris M. Proffitt, Assistant Director, Division of Secondary Education

At a meeting of the Consulting Committee on *Vocational Educational in the Years Ahead*, which was held in Washington, D. C., in 1945, a resolution having to do with life adjustment training of a majority of secondary-school-age pupils was adopted. The resolution, which was presented by Dr. Charles A. Prosser, follows:

It is the belief of this conference that, with the aid of this report in final form, the vocational school of a community will be able better to prepare 20 percent of its youth of secondary-school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare 20 percent of its students for entrance to college. We do not believe that the remaining 60 percent of our youth of secondary-school age will receive the life adjustment training they need and to which they are entitled as American citizens—unless and until the administrators of public education with the assistance of the vocational education leaders formulate a comparable program for this group.

We, therefore, request the U. S. Commissioner of Education and the Assistant Commissioner for Vocational Education to call at some early date a conference or a series of regional conferences between an equal number of representatives of general and of vocational education—to consider this problem and to take such initial steps as may be found advisable for its solution.

The resolution was transmitted to Commissioner Studebaker, who directed the Division of Vocational Education and the Division of Secondary Education of the Office to collaborate in the preparation of plans for carrying into effect the Prosser Resolution. A 2-day conference, composed of representatives from both the Office of Education and outstanding persons in the field of secondary education, was held this spring in New York City to discuss and give counsel relative to the

agenda for the conferences to be called in accordance with the Prosser Resolution, the kind and number of such conferences, and the techniques and practices to be employed in conducting them.

Persons attending the conference included:

Charles F. Bauder, Director of Vocational Education, Public Schools, Philadelphia, Pa.

Edward Berman, Assistant Superintendent of Schools, Bayonne, N. J.

C. L. Cushman, Associate Superintendent of Schools, Philadelphia, Pa.

Paul E. Elicker, Executive Secretary, National Association of Secondary-School Principals, Washington, D. C.

Roy G. Fales, State Supervisor of Industrial Arts, State Education Department, Albany, N. Y.

Hamden L. Forkner, Head, Department of Business Education and Vocational Education, Teachers College, Columbia University, New York, N. Y.

Will French, Teachers College, Columbia University, New York, N. Y.

Harry V. Gilson, Commissioner of Education, Augusta, Maine.

Raymond A. Green, Principal, Newton High School, Newton, Mass.

W. Howard Martin, Supervisor of Agricultural Education, State Department of Education, Montpelier, Vt.

John A. McCarthy, Assistant Commissioner, Director of Vocational Education, State Department of Public Instruction, Trenton, N. J.

Charles A. Prosser, Former Director of: (1) Federal Board for Vocational Education; and (2) Dunwoody Industrial Institute, Minneapolis, Minn.

Heber H. Ryan, Assistant Commissioner and Supervisor of Secondary Education, State Department of Public Instruction, Trenton, N. J.

M. Norcross Stratton, Director, Division of Vocational Education, State Department of Education, Boston, Mass.

A. L. Threlkeld, Superintendent of Schools, Montclair, N. J.

Representatives from the U. S. Office of Education:

Galen Jones, Director, Division of Secondary Education and Chairman of the Conference.

Roosevelt Basler, Chief, Instructional Problems, Division of Secondary Education, Raymond W. Gregory, Deputy Director of Surplus Property Utilization.

Layton S. Hawkins, Chief, Trade and Industrial Education Service.

Maris M. Proffitt, Assistant Director, Division of Secondary Education.

C. E. Rakestraw, Consultant, Employee-Employer Relations.

J. C. Wright, Assistant Commissioner for Vocational Education.

Problems Considered by Conference

The conference highlighted the background information on present conditions to serve as a frame of reference for the discussions under the Prosser Resolution. It recognized that various organizations and individuals have recently expressed a similar concern for the majority of secondary school pupils who are not receiving proper training for their life adjustment. It emphasized agreement with such educational needs of youth as are listed by the Educational Policies Commission. It called attention to the existence of a perpetually growing class of illiterate citizens and their less literate children. It pointed out that increased delinquency among youth of high-school age—of both sexes—accompanies a corresponding delinquency in high-school attendance, and that, in the words of Dr. Prosser, "Crime has become a young man's profession in this country."

Dr. Prosser further said that "social and economic facts point to the failure of our total educational system to meet the real need of an efficient life adjustment training for America's young people. The vocational education forces of the country have a potential service to the high schools of the Nation involved in the adjustment of these youth. The foregoing sad tales of the social and economic maladjustment of millions of America's citizens is evidence enough of the failure of the vocational education forces to render the service they should. They also indicate unmistakably a failure on the part of the general high school itself. Thus the tale constitutes a general indictment of both services. All the evidence shows that both of us are just poor sinners!"

From the discussions that ensued, the conference indicated a definite interest in certain problems, and thereby expressed its belief in their relevancy for the Prosser Resolution. Among such

considered were: Identification of the youth with which the resolution is concerned—their characteristics, their total number, their early discovery, the means to be used in determining them; the educational needs of these youth and the kinds of educational programs that will be adequate and proper for them; the provisions that schools will need to make in order to furnish youth feasible and desirable programs.

The conference endorsed the proposal of the resolution for a series of conferences and brought out the view in discussions that the resolution represents the most important problem confronting secondary education today.

Regional and National Conferences

The Office of Education has planned four regional conferences. These will be followed by a national conference to review the whole problem and to propose a program of action as a basis for the preparation of a report to be made public through the Office of Education. The first of the four regional conferences was planned for Chicago in June. This will be followed later in the year by conferences at Denver, San Francisco, and Chattanooga. After the work of these conferences has been reviewed, the agenda will be developed for the national conference to be held at the Office of Education. To expedite discussion, the regional conferences are being kept small. Each member is selected with reference to his qualifications for contributing in a specific way to the cause of the resolution.

It is emphasized that the search for the solution—or even a partial solution—of the problem involved will be long and complex. Many believe that its importance warrants any effort which gives promise of value in planning an effective program for life adjustment of these youth who have been neglected in our total program of secondary education.

The first step is to bring about open, frank, and intelligent discussion of: (1) The educational needs of these young people; (2) the shortcomings in our educational programs that have led to failure on the part of individual schools to provide adequate and proper opportunities for them; and (3) suggestions, born out of experience, which seem to have sufficient merit to warrant

detailed study and experimentation. Out of the considered judgment of those called into regional conferences, and finally those who meet in the national conference for further deliberation on the problem, it is hoped that recommendations may come which will start secondary education on the way to provide, more adequately and properly, for more American youth than have been so served by our public school systems.

For this purpose, the Office of Education invites suggestions from anyone whose experience and study convinces him that he may make a contribution to the grist of questions for consideration at the conference table. At the same time the Office cautions that it will not—until the report following the national conference is written—be in position to formulate for dissemination, a program of recommendations relative to the resolution. The Office is eager to avoid any untimely crystallization of thought regarding what the solution should be. It believes that progress will be made most surely by: (1) Drawing conclusions only when there has been adequate examination of all proposals, and critical analysis of supporting evidence; (2) recommending changes in practices—to be taken one step at a time as conditions warrant—only when they are deemed advisable and feasible in the light of past experiences; and (3) keeping the discussion open on a Nation-wide basis in order to secure the most intelligent developments of programs for the education of youth.



Secondary School Programs for Veterans

A survey of the special educational opportunities provided for veterans in the public secondary schools of the States and Territories of the United States has been completed by the U. S. Office of Education. A postal-card questionnaire covering 10 items of information mailed to all public senior high schools of 500 or more students served as the basis for the survey.

Reports received have provided a directory of the public school systems where special educational opportunities are available to veterans. Information

on the location of these programs in any given area may be obtained from the Committee on Veterans' Education, U. S. Office of Education, Washington 25, D. C.

Information From Survey

The survey secured information on the veterans' postwar education programs at the secondary school level. Within the limits imposed by a postal card questionnaire, the reports gave information on: (1) Levels and general types of training offered in special classes for veterans; (2) additional programs planned by October 1, 1946; (3) admission policies operating with special groups of veterans; and (4) tuition charges for each of these groups.

An overview of the situation showed that 881 of the 1,574 schools reporting were making or planned to make special provisions for the veteran. Of these, 583 had such programs in operation; 137 planned to institute them by the fall of 1946; and 161 were in a position to refer veterans to special classes in neighboring schools. The remainder of the 1,574 schools were accounted for in 398 cases where regular classes were open to veterans and 295 cases of reports which gave no special information. It is assumed that many of the last-named group, as well as the large number of schools not reporting, admit veterans to regular classes. The questionnaire did not deal with that particular practice.

The reports on curricula offered in separate veterans' schools and classes indicated that 451 of the 583 special curriculum programs reported included classes aimed at regular high-school graduation, while 354 of the group offered classes for specific occupational training. Only 77 of the schools reported special veteran programs at the elementary level. It should be borne in mind, however, that only high schools were included in the survey; special programs operating in the elementary schools of a community may not have been mentioned.

A considerable number of volunteer addenda on the questionnaire and special letter reports gave some information on the method of conducting the veteran programs. Prominent among these were the operation of accelerated schedules wherein the veteran may

proceed as rapidly as his ability permits, the use of the General Educational Development tests and other types of equivalency examinations, and the use of supervised correspondence courses.

Admission Policies

The information given on admission policies may be summed up in two simple tables. The number of schools which admit or plan to admit the groups of veterans inquired about are:

<i>Veteran Groups</i>	<i>Number of Schools</i>
Resident veterans over 21 years of age.....	639
Out-of-district veterans.....	531
Out-of-State veterans.....	377

The percentage of these schools which will charge tuition from the various veteran groups are:

<i>Veteran Groups</i>	<i>Percentage of Schools</i>
Resident veterans over 21 years of age.....	29.7
Out-of-district veterans.....	51.6
Out-of-State veterans.....	57.4

The most significant point noted regarding tuition was that 42.6 percent of the schools did not charge tuition from any of the groups admitted. Many of the schools reported semester rates, term rates, course rates, etc.—data not surely translatable into annual rates and not subject to uniform tabulation. However, if we assume that the 150 schools which gave definite information on annual tuition rates are representative of the 57.4 percent of the schools that will charge tuition from veterans, the following is an index to the tuition policy in operation.

<i>Tuition Rates per Annum</i>	<i>Percentage of Schools</i>
Free.....	42.6
Up to \$10.....	3.5
\$10 to \$50.....	4.2
\$50 to \$100.....	17.2
\$100 to \$200.....	24.5
\$200 to \$400.....	5.7
\$400 to \$480.....	2.3

Extended School Services Continue

SPECIAL efforts made by parents and interested citizen groups have averted the closing of extended school services in many communities where programs were threatened by withdrawal of Federal funds on March 1. What to do about the continuation of these programs is a question which has baffled many States and communities during the 4 months' extension to provide time for making arrangements to secure State or local funds for financing the centers. Although information is not available at present as to the extent to which child-care programs are now operating, the future of these programs is being told in interesting reports on what communities and States have done thus far to save such services.

Fate of the ESS program seems to have been decided in one of several ways according to reports summarized below of what has happened to child-care centers across the country:

(1) Plans have been made to carry forward a part of the services within the regular educational services. Some communities have extended educational services downward to include kindergartens, which previously were not a part of the public school program.

Some schools have announced expansion of their recreation programs to include all children so as to serve more adequately the children's leisure-time hours.

(2) Arrangements have been made for continuation of ESS during a trial or interim period in order that further study of the need for these services can be made and long-range plans developed and incorporated into a permanent program of community services for all children.

(3) Closing of centers has been the only alternative in communities where funds could not be found through a sponsoring group, or the program did not have sufficient support to assure its continuation through parents' cooperative efforts.

What States and communities have done to continue their child-care programs shows initiative and careful planning. The ways in which they have solved this problem vary widely, but represent concerted efforts to plan wisely for children.

State Legislative Action

Of the ten State legislatures which met this year, three took the following action:

California.—An appropriation of 3½ million dollars made to the State Department of Education by the State Legislature is to be used for support of child-care centers until March 30, 1947. Of this amount the department is authorized to expend \$33,700 for the administration and supervision of the child-care centers. The act provides that the funds shall be apportioned by the State Department directly to local school districts after a study of need has been made upon which to base apportionment of funds deemed necessary to insure efficient operation of the centers. Under an amendment to the act, any California child is to be considered eligible for the service.

Further action taken by the California Legislature, in the extraordinary session called this year, was the appointment of a joint legislative committee on preschool and primary training which was "authorized and directed to ascertain, study, and analyze all facts relating to the need for child-care centers, nursery schools, kindergartens, or other forms of preschool and early school training as a permanent function of the educational system of California . . . and to report thereon to the Legislature, including in the reports its recommendations for appropriate legislation."

New York.—"With a bankroll of nearly 2 million New York State will push operation of 28 child-care projects in upper New York and New York City's huge program for the next year." The program will be administered by the State Youth Commission. The State official in charge of the program in announcing the State's action declared that the need for the centers has been clearly demonstrated. Many veterans have not returned from service and many wives of discharged veterans carry the responsibility for providing the income until the veteran gets back on his feet. For them it is imperative that the centers continue.

The new State regulations call for the State to finance one-third of the cost, the locality one-third, and the balance to be made up by fees. The Federal Government participates through allowances for food. During the coming year the State must reach a decision on

the future of the centers which provide care for children of working mothers.

Washington.—The State Superintendent of Public Instruction has been asked to spend the entire fund (\$500,000 for the current biennium) allocated for nursery schools and play centers in an effort to continue these programs. Plans have been made to increase the State's per capita cost contribution to the local schools for operation of the services. Since the State's biennial appropriation is limited, an increase in parents' fees will be necessary. Permissive legislation for nursery schools, before and after school and vacation care in connection with the common schools, was granted school authorities last year.

A comprehensive study of the nursery school problem will be undertaken by the Washington State Development Board. The report will deal with the questions as whether there is critical need for the war-created, child-care program and whether the State can afford to support such a set-up. Meanwhile, the attorney general has been asked to ascertain whether the State's 70 million dollar postwar development fund can be used for such purposes.

Communities Continue Child-Care Centers

Asheville, N. C.—The Asheville Junior League and American Business Club, assisted by the latter's auxiliary, have announced joint sponsorship of Buncombe County's two nursery schools for a trial period. Other units will be set up if the operation of the service is successful. The trial period will keep the nursery schools alive pending further study of their potential place in the community.

Atlanta, Ga.—The Board of Education in a special meeting voted to sponsor and supervise child-care centers, provided no city funds were expended. Although the school department is anxious to continue the program, the law prevents expenditure of city funds for that purpose. The Junior Chamber of Commerce, as sponsor, is making it possible for these services to go on.

Cleveland, Ohio.—Assurance that 22 centers for 600 children will continue to operate was given by the mayor (April 16) at an emergency meeting of the City Board of Control when a dele-

gation of parents protested closing of the child-care centers. The program is now being operated at city expense until the role of the city in a permanent child-care program is decided.

Detroit, Mich.—Twenty-five centers are being operated by the Board of Education which has been authorized to continue the child-care centers with a deficit up to \$294,000 underwritten by the City Council.

Greensboro, N. C.—Part of the child-care program is to be continued, one center at the Agricultural and Technical College, another by the Pamona Manufacturing Company, and three nursery schools on a self-supporting basis in the public schools.

Milwaukee, Wis.—Three child-care centers continue to operate through the sponsorship of the Board of Education and a citizens' committee, with parents' fees and private subscriptions to assure the program.

Mobile, Ala.—Through contributions from county, municipal, civic, and religious organizations child-care centers continue to operate and will do so until such time as permanent funds are available. The Board of Education and a citizens' committee are sponsors for the program.

Montgomery County, Md.—Fees from parents, with housing by the county, and administrative and supervisory cost carried by the Board of Education is the plan adopted by the Montgomery County schools for the child-care service.

New Haven, Conn.—Funds from the Community Chest will continue to finance one center through Sept. 30, 1946. Plans are under way to study the need in the community for the service.

Pascagoula, Miss.—Child-care centers became a community responsibility October 31, 1945. Operation by the Board of Education with parents' fees and funds from the Ingall Shipyards since that date was the plan agreed upon.

Philadelphia, Pa.—The city council granted \$125,000 to the Board of Education to finance the child-care program when Federal funds were withdrawn. A study is to be made to determine the need of the service and the place of this program in the public schools.

Saratoga Springs, N. Y.—Funds

from the School Board and Skidmore College, with State aid will assure continuous operating of the child-care service.

Schenectady, N. Y.—The city council voted \$10,000 to operate the child-care centers until July 1. A note against the 1947 budget is to be issued for the funds. The council will study the program during the coming months before deciding on continuation. Two-thirds of the cost will be paid from parents' fees and the State grant.

Washington, D. C.—The District Commissioners recently approved a plan for Child Day Care Centers, Inc., an organization of mothers to continue operation of child-care centers in school buildings. Permission was granted the corporation of mothers to operate 20 child-care centers until June 30 if additional funds are raised. The Board of Education will be responsible for personnel and supervision of the project. A sum of \$31,000 has been subscribed through the mothers' efforts to guarantee the continuation of the centers. This action resulted after several months of persistent effort on the part of the mothers.

White Plains, N. Y.—Board of Education funds have been appropriated through December 31, 1946, to cover one-third the cost of the child-care program. State funds and parents' fees will meet the balance.

Institute of Race Relations

The third annual Institute of Race Relations of the American Missionary Association will convene at Fisk University, Nashville, Tenn., for a 3-week period, from July 1 to July 20.

A distinguished group from the fields of government, religion, social service, education, the press and radio, and industry and labor will constitute the Institute's leadership.

The Institute is designed for persons in various fields—educators, social and religious workers, labor and civic group leaders, governmental employees, journalists, members and staff workers of interracial committees, youth leaders, advanced students, and other interested persons.

Dr. Charles S. Johnson is Director of the Institute.

INTERNATIONAL EDUCATIONAL RELATIONS

The Far East—Selected References for Teachers

by C. O. Arndt, Specialist in Far and Near Eastern Education

In response to repeated requests from teachers and laymen for information about reliable books, pamphlets, audio-visual aids, units of study, maps, and other curriculum material on the countries and peoples of the Far East, this list of selected references has been prepared. Insofar as possible, one reference has been given for China, Japan, India, the Philippines, the Netherlands East Indies, Siam, Korea, and the U. S. S. R. under each of the following categories: Bibliographies, books for teachers, books and pamphlets for high-school students, books and pamphlets for elementary school pupils, maps, units of work and study guides, study kit, pictures, films, recordings, and Far Eastern language textbooks.

Under the section on bibliographies, longer reference lists are given for the various countries to enable those teachers who are interested to carry their studies further. The U. S. S. R. is here listed because of its geographical position in the Far East.

All materials listed should be ordered directly from the address given in the listings. Except where indicated, the U. S. Office of Education does not have copies of the materials listed.

Bibliographies

U. S. Library of Congress

The Japanese Empire: Industries and Transportation. Washington 25, D. C.: Library of Congress, Division of Bibliography, 1943. 56 p. mimeo.

Free to librarians and institutions upon request. Adult level. Includes books, pamphlets, and periodicals dealing with the subject.

The Netherlands East Indies. A bibliography of books published after 1930 and periodical articles after 1932, available in U. S. libraries. Washington 25, D. C.: Library of Congress, General Reference and Bibliography Division, Netherlands Studies Unit, 1945. Free to libraries and institutions upon request. Adult level.

An annotated list of books and articles covering the periods mentioned in the title.

What One Should Know About China. Washington 25, D. C.: Library of Congress, 1942. 4 p. Free. Adult level.

An annotated list of some dependable books compiled at the Library of Congress. This short, carefully selected bibliography of books about China is arranged under the following captions: Biography, civilization, economy, foreign relations, geography, history, literature, philosophy, social life, and customs. Reprinted from Wilson Library Bulletin, September 1942.

What One Should Know About India, Tibet, and Ceylon. Washington 25, D. C.: Library of Congress, Horace I. Poleman, Director of India Studies. 4 p. Free. Adult level.

This list of 27 annotated items on India, Tibet, and Ceylon is brief, authoritative, and encyclopedic. It is recommended for the upper level of high schools and for college and university classes. Reprinted from Wilson Library Bulletin, May 1942.

U. S. Office of Education

Selected References for Teachers. *China; India; The Philippines; The Netherlands East Indies; Thailand; Korea; U. S. S. R.* Washington 25, D. C.: U. S. Office of Education. Free.

These lists of references for teachers include annotated bibliographies, books, pamphlets, magazine articles, units of study, audio-visual aids, and maps, which are useful to teachers, especially on the elementary and secondary levels. They vary in length from 4 to 8 pages.

The East and West Association

The Philippines, (Bibliographies). New York 17: The East and West Association, 40 East 49th Street, 1942. 8 numbers, mimeo.

The titles are: The Philippines, a Popular List; The Philippines, General Bibliography; The Philippines, a List for High School Students; The Philippines, a List for College Students; The Philippines, a List for the Armed Forces; The Philippines, a List for the Business Man; The Philippines, a List for Labor Unions; The Philippines, a List for Women's Clubs. These eight annotated bibliographies have been designed to meet the needs of various students and lay groups. Availability and usefulness, were criteria used in making selections.

Institute of Pacific Relations

Korea for the Koreans, Some Facts Worth Knowing and A Reading List. New York 22, Institute of Pacific Relations, 1 East 54th Street, 1943. 30 p.

In addition to a number of valuable facts about Korea this booklet gives 12 pages of annotated bibliography.

National Council of American-Soviet Friendship, Inc.

Bibliography on the Soviet Union for Teachers and Students. New York 16: Committee on Education of the National Council of American-Soviet Friendship, Inc., 114 East 32d Street, 1944. 20 p.

Gives sources for teaching materials dealing with Soviet Russia; lists books, pamphlets, maps, and periodicals. A special section is devoted to materials for young students.

Books for Teachers

Embree, John F. *The Japanese Nation.* New York: Farrar & Rinehart, Inc., 1945. 308 p.

A sociological study of the people of Japan by an anthropologist who has spent some time in the country.

Grajdanzev, Andrew J. *Modern Korea.* Institute of Pacific Relations. Distributed by: John Day, New York, 1944. 330 p.

This recent study of the social and economic life of Korea under Japanese rule was written by the Institute's expert on Korea. A bibliography is included.

Kennedy, Raymond. *The Ageless Indies.* New York: John Day, 1942. 208 p.

A description of the Indies and their people by a professor of Yale University who has lived and studied in the Islands.

Lattimore, Owen. *Solution in Asia.* Boston: Little, Brown, 1945. 214 p.

An analysis of Japan and China with suggestions for United States policy by an acknowledged authority on the Far East.

Lin Yutang. *My Country and My People.* New York: John Day, 1939. Rev. Ed. 382 p.

The author's style of writing, and understanding of both eastern and western philosophy and life render this book an introduction to a study of China and the Chinese.

Nehru, Jawaharlal. *Toward Freedom: The Autobiography of Jawaharlal Nehru*. New York: John Day, 1941. 445 p.

This is an autobiography written by one of India's democratic leaders.

Pares, Bernard. *Russia*. New York: Penguin Books, Inc., 1943. 245 p.

An informative booklet by a prominent British historian which describes the recent history, leaders, country, and people of Russia.

Romulo, Carlos P. *Mother America*. New York: Doubleday, Doran, 1943. 234 p.

The author, who is Resident Commissioner of the Philippines to the United States, advocates that the policy of liberation followed by the United States government in reference to the Philippines be extended to all the peoples who may be returned to European powers after the war.

Thompson, Virginia McLean. *Thailand: The New Siam*. New York: Macmillan, 1941. 865 p.

The geography and history of the people of Siam, its resources, industries, political and social structure, education and religion are systematically treated. A bibliography, largely of French and German sources, is included.

Books and Pamphlets for High-School Students

Chamberlin, W. H. *Modern Japan*. St. Louis: Webster Publishing Co., 1942. 93 p. Illus. (Cooperative project between American Council, Institute of Pacific Relations and Webster Publishing Co.)

Describes modern Japan, its economy, government, and special interests in Asia.

China. In *Building America*, Volume 11, No. 1, p. 1-31. New York 19: 2 West 45th Street, 1945. (Illustrated studies on modern problems.)

A presentation of China designed particularly for use on the junior-senior high school levels.

Grajdanzev, Andrew J. *Korea Looks Ahead*. New York 22: Institute of Pacific Relations, 1 East 54th Street, 1944. 64 p. Illus.

The country and people of Korea, their past and prospects for the future are discussed.

Landon, Margaret. *Anna and the King of Siam*. New York: John Day, 1944. 391 p.

A story of the people of Siam during the 1860's. The beginnings of such revolutionary social changes as the freeing of slaves, and the movement toward religious liberty are sketched into the narrative.

Mitchell, Kate and Goshal, Kumar. *Twentieth Century India*. Edited by M. S. Stewart. St. Louis: Webster Publishing Company, 1944. 94 p. Illus. (Cooperative project between American Council, Institute of Pacific Relations and Webster Publishing Company.)

Describes India's peoples, village life, wealth and poverty, government, growth of nationalism, and its role in the war.

Pacific Neighbors: The East Indies. In *Building America*, Vol. 8, No. 4, p. 98-128. New York 19: 2 West 45th Street, 1942. (Illustrated studies on modern problems.)

A presentation of the East Indies designed particularly for use on the junior-senior high school levels.

Porter, Catherine. *Filipinos and Their Country*. New York 22: Institute of Pacific Relations. 1 East 54th Street, 1944. 64 p. Illus.

The problems of the Philippines during the prewar period and those which confront her after the war are considered in this popularly written pamphlet.

Russia. In *Building America*, Vol. 10, No. 3, p. 66-95. New York 19: 2 West 45th Street, 1944. (Illustrated studies on modern problems.)

A presentation of Russia designed particularly for use on the junior-senior high school levels.

Books and Pamphlets for Elementary School Pupils

Acacio, A. B.; Galang, R. C.; Martinez, A. L.; Makiling, A. B.; Santos, B. N. *Work and Play in the Philippines*. New York: D. C. Heath, 1944. 80 p. Upper elementary level.

Filipino youth at work and play in the Islands is described in five short stories by Filipino writers from which the reader will gain much authentic information about the country and its people.

Boulter, Hilda W. *India*. New York: Holiday House, 1944. 25 p. Upper elementary level.

"In lively and informative text and a wealth of colored illustrations, this booklet shows what the country is like, how it developed, what kinds of life are found there, what the people do and how they do it. Emphasis is not on facts and figures and names, but on an informal presentation."

Handforth, Thomas. *Mei Li*. New York: Doubleday, Doran, 1938. 48 p. Lower elementary level.

Story of a small girl and her brother at a New Year Fair in Peiping. This blending of

story and art work was done by the artist-author while living in China.

Hulbert, Homer B. *Omjee the Wizard. Korean Folk Stories*. Springfield, Mass.: Milton Bradley Company, 1925. 156 p. Upper elementary level.

These folk stories are the outgrowth of many years of study of Korean folklore on the part of the author. The language used is on the level of understanding of children between the ages of 6 to 13. Illustrated.

Sowers, Phyllis Ayer. *The Lotus Mark*. New York: Macmillan, 1935. 110 p. Upper elementary level.

A story of the home and wat (temple school) life of a Siamese boy. The author, who lived 8 years in Siam, gives a sympathetic picture of Siamese life and customs.

White, William C. *Made in the U. S. S. R.* New York: Knopf, 1944. 159 p. Upper elementary level.

The physical and cultural products of the U. S. S. R. together with the changes which they are effecting in the national life are described. The author has spent a number of years in Russia and has written several books about this country.

Maps

Denoyer-Geppert Company

Soviet Russia in Maps. Chicago 40: Denoyer-Geppert Company, 5235 Ravenswood Avenue. Adult level.

Thirty-two pages of colored maps, size 10" x 7½". They "illustrate the present-day geography, economic resources, and development of the U. S. S. R. with a backward glance at the origins and historical growth of Russia."

Friendship Press

Picture Map of China. 1932. *Picture Map of India*. 1930. *Picture Map of Japan*. 1934. *Picture Map of the Philippines*. 1929. New York: Friendship Press, 156 Fifth Avenue. Elementary level.

These picture maps are more than maps, for along the borders city, village, and country life are depicted in ink sketches on which the student can apply crayon and brush.

The various scenes found on the map are explained on large sheets of descriptive text which accompany the maps of China and Japan. These sheets also set forth scenes from the daily life of the people, and are designed for coloration. On the insert sheet of the map of India directions for the use of the map are given. It also illustrates scenes from Indian life.

Institute of Pacific Relations

The Far East and Adjoining Areas. New York 22: American Council, Institute of Pacific Relations, 1 East 54th Street. Adult level.

This large (34" x 48") colored map of the Far East gives boundaries as of 1939 and indicates the location of natural resources by symbols. Rail and motor-roads are sketched.

National Geographic Society

China. Washington 6: National Geographic Society, 1945. Adult level.

An up-to-date map of China. Size 26½" x 34½".

Japan and Adjacent Regions of Asia and the Pacific Ocean. Washington 6: National Geographic Society, 1944. Adult level.

A recent, detailed map, size 26½" x 34½". Useful for a study of Japan and Korea.

Southeast Asia and Pacific Islands from the Indies and the Philippines to the Solomons. Washington 6: National Geographic Society, 1944. Adult level.

The Netherlands East Indies, the Philippines, Siam, French Indo-China, and Burma in their southeast Asia context are drawn on the largest scale thus far used by the Society's cartographers in mapping this area.

Korean Affairs Institute, Inc.

Map of Korea. Washington 5, D. C.: Korean Affairs Institute, Inc., 1029 Vermont Avenue NW., 1945. Adult level.

"... the Korean Affairs Institute has published this Korean map in Romanized self-pronouncing Korean geographical names with a cross index of Korean and Japanese, to make the names of places formerly known in Japanese readily identified.

"It is in booklet form which consists of 17 pages of maps in three colors, size 8¾ by 12 inches, and other information. For those desiring a wall map, the 13 sheets of the main map are so constructed that they may be cut out and pasted together on a piece of wall board.

"This is the first Korean map in the Romanized Korean to be made available to the public."

Units of Work and Study Guides

The China Society of America

Syllabus of the History of Chinese Civilization and Culture. New York: The China Society of America, 570 Lexington Avenue, 1941. 56 p.

This syllabus presents a bibliography of books and periodicals on Chinese civilization and culture from the earliest period to the present time. References are listed under topical headings. A chronological sequence is followed. Maps and charts add to the value of the study. It should prove valuable to teachers and advanced students.

Harvard Workshop

Meet the Soviet Russians. A Study Guide to the Soviet Union for Teachers

in Secondary Schools. Cambridge, Mass.: Harvard Workshop, Harvard University, 1944. 89 p.

"This bulletin . . . presents a résumé of salient facts about the Soviet Union, a useful bibliography, and a reservoir of pupil experiences." Prepared by the Harvard Workshop during the 1944 summer session.

Studying China in American Elementary Schools. 16 p.: *Studying China in American High Schools.* 16 p. Cambridge, Mass.: Harvard Workshop, Harvard University, 1942. Available through United China Relief, 1790 Broadway, New York 19, N. Y.

These pamphlets suggest a number of ways in which elementary and high-school teachers may improve their programs by an increased study of China. The pamphlet for elementary schools lists topics which are appropriate for pupils at this level and suggests activities and projects illustrative of the range of exercises about China which will be stimulating and profitable. The pamphlet for high schools makes suggestions for the study of China in courses on geography, world history, U. S. history, literature, and art. References are suggested in both pamphlets.

Institute of Pacific Relations

The Far East—A Syllabus. New York 22: American Council, Institute of Pacific Relations, Inc., 1 East 54th Street, 1942. 40 p.

The syllabus is designed for the use of teachers and secondary school students. The material is outlined under: I. Lands and people (China, Japan, Philippines, Netherlands Indies); II. The current history (China, Japan, American role in the Far East); and III. Bibliography. The various sections of the syllabus are so arranged that they can be used separately to fit into the pattern of a given curriculum.

The syllabus was used experimentally by teachers and students both on the elementary and secondary level before it was published in its present form. The books and pamphlets listed in the bibliography are annotated.

Santa Barbara City Schools

China. 81 p.; *Japan.* 60 p.; *Philippines.* 19 p.; Santa Barbara, Calif.: Santa Barbara City Schools, 1940. Grade 4. Not for sale. Ten copies of each unit are available through interlibrary loan from the Library, U. S. Office of Education, Washington 25, D. C.

These three units have been developed by the Santa Barbara City Schools to show how the cultures of China, Japan, and the Philippines have contributed to the development of the Santa Barbara, Calif., area. They are

constructed to furnish source material for the teacher which will enable her better to suggest rich and varied experiences to the class.

Some of the purposes of the units are: To help children develop an understanding and appreciation of the lives and customs of various cultures in their community. Through this understanding, to help develop a democratic tolerance for different ways of living. To help children understand something of the causes which brought about the development of these unique cultures. To stimulate an appreciation of the social heritage of a race which is different from our own. To help the children attain some concept of the interdependence of the Pacific cultures with the United States.

A number of integrative experiences are listed with accompanying sources of information. These experiences cut across subject-matter lines and are therefore not confined to any single subject field. Annotated bibliographies for teachers and pupils are given, as well as lists of music and recordings.

State Department of Education, Hartford, Conn.

Asiatic Interests in American History. Study Guide and Source Unit. Hartford, Conn.: State Department of Education, January 1943. 60 p.

"This pamphlet has been prepared for teachers as a help in opening for American boys and girls the great vistas of the Pacific. Bearing in mind the essential job of the American history teacher, it approaches Asia from the contacts that have existed in our history between the United States and the Far East.

"These contacts have been many and continuous, but, for convenience, have been grouped under 12 heads by rough chronological periods. These 12 topics make up this pamphlet and in each the organization is identical, consisting of a quotation, an historical sketch, references to good books on the general topic, 10 activities to assist in making the Asiatic background real, two to four biographies of people who adventured or directed, and five questions to bring the thought of the class back home. In other words, each section of this study guide is a trip to Asia and back at different times in our history. We travel by trading vessel, whaler, clipper, steamship, flying clipper ship, and flying fortress." Useful in American history classes on the high-school level.

Virginia State Board of Education

Minority Racial Groups. In "Tentative Materials of Instruction Suggested for the Third Year of the Core Curriculum of Secondary Schools." Richmond, Va.: Virginia State Board of Education, October 1939. Grade 11. 28 p. in book of 247 p. Not for sale. Three copies are available through interlibrary loan from the Library, U. S. Office of Education, Washington 25, D. C.

In this unit effort is made to understand the Japanese, Chinese, and other minority groups in this country and to learn what contributions each has made and can continue to make if afforded opportunity to do so. A list of references is given.

International Relationships. In "Tentative Materials of Instruction Suggested for the Fourth Year of the Core Curriculum of Secondary Schools." Richmond, Va.: Virginia State Board of Education, September 1941. Grade 12. 53 p. in book of 311 p. Not for sale. Three copies are available through interlibrary loan from the Library, U. S. Office of Education, Washington 25, D. C.

In the unit on "International Relationships" the Chinese and Japanese are again considered. They are not studied separately, however, but in a larger context which includes the Russians, Italians, Germans, and others. Again many valuable references are given.

Study Kit

United Nations Information Office

The United Nations Study Kit. New York 20: United Nations Information Office, 610 Fifth Avenue. High-school and adult levels.

Twenty-three colored poster-charts picturing the country, people, and work of the United Nations; 15 pamphlets containing a brief description of each country; 15 pamphlets addressed to the cooperative work of the United Nations; one teacher's discussion guide. The materials are designed to help us understand the United Nations, including the U. S. S. R., India, the Philippines, China, their people, their histories, their work, what they have done in war and how they are cooperating for peace. Prepared in cooperation with U. S. Office of Education. Designed for use with a class of approximately 30 students. Individual items may be purchased separately.

Pictures

The East and West Association

Life of a Family in China; Life of a Family in India; Life of a Family in Russia. New York 17: The East and West Association, 40 East 49th Street. Elementary level.

These three portfolios of pictures are "designed to present attractive, interesting and authentic photographs in a form which will allow their maximum use. A set, used together in the order indicated by the table of contents, tells a consecutive story. The carefully checked captions are written in such a way, however, that each picture may be used separately to illustrate a certain point, or so that pictures selected from various portfolios—for instance those showing children—can be used to point up a subject, rather than a country."

White Brothers Chinese Art Exhibition

Romantic China. Available through James Henry White, White Brothers Chinese Art Exhibition and Lectures, Berrien Springs, Mich. 42 pictures 8" x 10". All levels.

The 42 photographs of this collection feature China's temples, pagodas, palaces, and gardens. The landmarks of the historic city of Peiping are particularly well represented. Description and historical notes are provided for each picture.

Films

Adventure Films, Inc.

Pledge to Bataan. New York: Adventure Films, Inc., 1560 Broadway, 1941. 16 mm., 60 min., 6 reels, sound, technicolor. Rental cost based on school enrollment. Junior-senior high school and adult levels.

"'Pledge to Bataan' is an impressive visual document of the Philippine Islands from the time of the Spanish conquest to the Japanese invasion with an introduction by former President Quezon. 'All of the resources and industries of the islands are shown, those that have been in use for centuries and those recently developed. Emphasis is given to the American influence since 1898 with a distinct look ahead to freedom from the Japanese and to independence. There are several shots of American officials such as General MacArthur, Admiral Hart, Commissioner Sayre, President Quezon, etc., but the main emphasis is on the Filipino people. The color photography is very good and the commentary is informative.'—National Board of Review of Motion Pictures.

Bell & Howell Company

Siamese Journey. Chicago 13: Bell & Howell Co., 1801-1815 Larchmont Avenue, 1937. 16 mm., 20 min., 2 reels, sound. Grades 7-12.

This film gives an over-all picture of old and new Siam. Many street, sport, and animal scenes are shown.

Brandon Films, Inc.

High Stakes in the East. New York 19: Brandon Films, Inc., 1600 Broadway, 11 min., 1 reel, sound. Junior-senior high school levels.

This is an informative film on the Netherlands East Indies. It shows Indonesians at work in various industries and occupations, and pictures the production of rubber, quinine, hemp, tin, and other products. Photography and sound track are notably good. The film is largely descriptive of Java.

One Day in Soviet Russia. New York 19: Brandon Films, Inc., 1600 Broadway. 16 mm., 55 min., sound. All levels.

This film pictures the vast territorial, physical and human resources of Soviet Russia. Not a war film, it will be found useful particularly by teachers of the social sciences, on the junior-senior high school levels. Also suitable for use with adult groups.

Harmon Foundation, Inc.

Grains of Sweat. New York: Harmon Foundation, Inc., 140 Nassau Street, 1942. 16 mm., 14 min., silent. Junior-senior high school levels.

The planting, cultivation, and marketing of rice, China's staff of life, is illustrated in this film.

Teaching Films Custodians, Inc.

A Village in India. New York 18: Teaching Films Custodians, Inc., 25 West 43d St., 1942. 1 reel, sound, color. All levels.

Village life in India is portrayed in this film. Spinning, weaving, wrestling, a wedding, and other scenes from daily life heighten its value for educational purposes.

Recordings

U. S. Office of Education

Introducing the Peoples of Asia and the Far East. Available on loan through Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington 25, D. C., 1945. Junior-senior high school levels.

This series of eight 16-inch, 33 $\frac{1}{3}$ r. p. m. recordings is made up of 15-minute talks by leading authorities on the various countries of the Far East. All speakers have had direct, intimate experience with the country and people in question. Following is a list of the speakers and their topics: The Honorable Joseph C. Grew, former Under-Secretary of State and Ambassador to Japan: "The People of Japan"; The Honorable Walter H. Judd, Congressman from Minnesota, and former medical missionary in China: "The People of China"; Brig. Gen. Carlos P. Romulo, Resident Commissioner of the Philippines to the United States: "The People of the Philippines"; Admiral William H. Standley, U. S. N. retired, former Ambassador to Russia: "The People of Russia"; Professor Raymond Kennedy, Yale University: "The People of the Netherlands East Indies"; M. R. Seni Pramoj, Minister of Siam: "The People of Thailand"; Dr. Horace I. Poleman, Chief, India Section, Library of Congress: "The People of India"; Mr. J. K. Dunn, Secretary of Public Relations, United Korean Committee in America: "The People of Korea."

Far Eastern Language Textbooks

Ballantine, Joseph W. **Japanese As It Is Spoken.** A Beginner's Grammar. Stanford University, Calif.: Stanford University Press, 1945. 255 p.

"The work is designed principally for administrators, diplomats, missionaries, servicemen and women and is aimed at self-instruction, as well as for classroom use. It makes no pretense of being a complete Japanese grammar—mastering Japanese is a formidable task. It does give the student a usable, competent, basic acquaintance with Japanese as the Japanese speak it."

Bondar, D. *Bondar's Simplified Russian Method*. New York: Pitman Publishing Corporation, 6th ed., 1942. 325 p.

A beginner's book for the study of Russian on the adult level. Emphasis is placed on the practical aspects of language study.

Pai, Edward W. *Conversational Korean*. Washington 5, D. C.: Korean

Affairs Institute, Inc., 1029 Vermont Avenue, NW., 1944. 171 p.

This textbook by a Korean author is designed to develop an elementary conversational knowledge of Korean.

Pettus, W. B. *Hua-Wen-Ch'u-Chieh Chinese Language Lessons*. Los Angeles, Calif.: California College in China, 704 South Spring Street, 1943. 312 p.

"These lessons are the result of three decades of teaching this material to Americans in Peiping. The words and phrases used are those occurring continually in daily conversation, and are met with on every page of printed Chinese. This material may well be called *Basic Chinese*"



Foundations for Friendship with Neighbor Nations

by Effie G. Bathurst, Supervisor, Inter-American Teacher-Education Programs, International Educational Relations Division

"If they only knew me as I am in my heart, they would surely like me," said a 12-year-old Latin-American girl in a school¹ where groups of different national origin are seeking to understand each other. Schools and teachers today have opportunity to contribute to friendly inter-American relations by helping children and adults to know the people of other American countries as they are "in their hearts."

Many teachers are aware of their opportunity and are successfully working for harmony. Others are encountering stumbling blocks and problems for which their training has not prepared them and it is the purpose of this article to point out some of the stumbling blocks and to suggest sources of self-improvement for teachers.

Obstacles to be Removed in School Programs

The time to teach a thing is when the children need it for interpreting life, for more effective living. Instruction about ways of other American countries is no exception to the rule, yet what do we find in many schools?

Study Often Misses Issues or Lacks Vitality

Too often teachers follow, not their children's needs, experiences, current happenings, but a course-of-study out-

line that was planned inflexibly early in September by the teacher or the teaching staff; or teach history lessons in the form of chronological lectures about the past, with not enough regard for the present; or plan geography lessons by topography or places, with too little relation to people or groups, especially to those who are making history today. In English and language classes, at a time when people need to know how to express, not only their kindly thoughts but their friendly feelings and attitudes toward one another, attempts are still made to emphasize rules alone and to require the children to do exercises for which they have no use at present.

Why aren't our high-school children trying to find out just why it is that Argentina and the United States are having difficulty in building bonds of friendship; or why Latin-American countries fear our honest professions of neighborliness; or what are the economic factors in inter-American friendships; or what trade adjustments are involved if average citizens in our country and in our neighbor nations as well are to be benefited? Why don't we give more children in our Southwest a chance to learn to speak Spanish? Where young people are not guided in real issues such as these, there we find obstacles to inter-American friendships in upper grades and high school.

Let us look at the younger children. Here is a fourth grade studying about Mexico. All have the same books. These are open at the same page on every desk. One child is reading aloud from his book, which has chiefly generalized statements unrelated to the children's experiences. The children follow the lines in their books while the reader stumbles over the words.

Why cannot something be done to make those geography lessons useful? Where are the pictures on Mexico? Lovely ones are made. Has no one in the community been in Mexico, that there are no objects or products to show and to talk about? Why aren't the children doing creative work or singing? Why aren't they making plans to correspond with Mexican school children, or to travel in Mexico? Perhaps none of the things suggested by these questions are being done in that class because the teacher's training has not prepared her for them. Her preparation for teaching may not have given her enough actual experience in helping children organize activities, use many books, and do many things in their study.

Many Spanish-Speaking Children are Handicapped

In our Southwest today live thousands of children of Spanish-American descent—some forty percent of them in Texas, the rest in other southwestern States. In some schools fine progress is being made in meeting the needs of these children. But frequently we find injustice and inequality that handicap us seriously in friendly relations with other countries and that build but poorly for our own country's future and for the future of the world.

Take a school in a small town 3 years ago—the beginner's room, the pre-first-grade boys and girls. Here are some 60 children who entered school knowing little English, many of them living in homes whose ways of living are different from the ways of the people for whom the course of study was made. As soon as they enter school, they are taught the A, B, C's as the first step to reading. They sit and copy rows of letters. There is space in the room only for the seats and very narrow aisles. Having children engage in free activities, move about, learn dances, dramatize stories, look at picture books, build

¹ From report by Ellis Tipton, San Dimas, Calif.

with big blocks—all are out of the question. The only movement possible is that required for a few singing games and motion songs, and the teacher does not know how to sing, or what songs to teach! It is not lack of willingness, but lack of proper preparation for teaching that hampers the teacher.

This situation is repeated many times in Spanish-speaking communities. "The children's 'language handicap' holds them back in all grades," say the principals.

Why is it that these children are slow to learn the language? It may be that in first grade, too many are hurried into a reading-writing-arithmetic program before they have experiences that call for language. Without persistent study, teachers do not know enough about teaching English as a second language to give the children rich experiences in the new language—experiences which stimulate them to express themselves. Without preparation teachers are not sufficiently familiar with the mechanics of speech to show children how to place the tongue and lips as they say the new words. Nor are teachers sensitive enough to the errors which the children make. Once retarded, it is hard for a child to hold his own in the competition for grades and promotions.

But language is not the only difficulty. Even if they were to learn the language well, the children would, under present conditions, lack a program that is based on their experiences. They would not have textbooks that start with what Spanish-speaking children know, build on their present knowledge, and supply what the Spanish background lacks for all-round development of children in this country. They would still need handicrafts, music, and dancing; there should be opportunity for occupational courses.

No more adequately do many high schools meet the problems of Spanish-American children. A town where an attempt is made to provide high-school education for its Spanish-speaking children requires that the ninth- and tenth-grade work be given in the segregated Spanish-speaking school. There certain equipment is handed down from the English-speaking school when it is nearly worn out. There poorly prepared and unsympathetic teachers are employed. From there, if the children

can "keep up," they may go to the regular high school.

After years of being with Spanish-speaking children only and in the Spanish-speaking community, with a program that does not really educate, it is hard for Spanish-speaking young people in the eleventh year to compete with their *Anglo* classmates. Frequent comments show the ordeal which the Spanish-speaking youth endure:

"They don't want me there."

"They make fun of me."

"Even in Spanish class we don't get a square deal. Any of us earns better grades than *they* get, but we don't get a chance. We all the time have to wait for the teacher to explain simple things to them."

What Teachers Can Do for Improvement

We see such situations, as described, in too many elementary and secondary schools. There is much that teachers can do for improvement. Let us analyze the problems:

There are *problems related to the children themselves*. What do they know as a background for learning about other American countries and what do they need to be taught so that they may reach out as far as they can go with understanding? What instruction do Spanish-speaking children need that is different from what *Anglos* need? What guidance do they need in school? What placement and follow-up after graduation?

There are *problems of curriculum*. How can we select the subject matter which will be useful in the children's lives at present? How select and teach what is vital and significant in inter-American relations instead of trivial and merely satisfying to fleeting curiosity? How especially can the Spanish-speaking child's curriculum be enriched and related to his needs in home and community?

There are *problems related to materials of instruction*. What textbooks, story books, factual materials, literature, maps, music, art, and films about Latin-American nations are most useful? Where can these be obtained? What books and bulletins have suggestions for teaching and where can these be secured? What materials are best for Spanish-speaking children?

Some *problems are connected with the learning experiences* which children with different backgrounds need. How can we help children have real experiences in inter-American education such as contacts with Latin-American young people? How help them take part in interschool correspondence? How guide them as they introduce present-day relationships with Latin-American countries into youth-discussion groups in regular classes? Why cannot our high schools arrange for senior students to travel in Latin-American countries with proper guidance?

There are special *problems in providing equality of educational opportunity* for Spanish-speaking children. How can we guide each child and keep him in school until he completes high school? How can we help these children and the *Anglo* children to understand and appreciate each other and make the psychological adjustments required for getting along together? What special curriculum adaptations do Spanish-speaking children need in high school, particularly in managing and investing money, buying advantageously, understanding and meeting economic pressures and difficulties, making wholesome personal and social development? How can activities in home and community improvement be provided for children and young people and adults?

There are teachers in Spanish-speaking communities who, though they would like to attack the problems, have lost heart because of administrative difficulties. Take the young Spanish-speaking teacher who started in with enthusiasm to improve school life for the children of her group, only to be overwhelmed by lack of books and materials, crowded conditions which would not be tolerated in English-speaking schools in the community, insanitary and dirty buildings, indifference of other teachers.

"There is money for the children in the Spanish-speaking school," she said when questioned, "but the school board spends it on the *Anglos'* school. The superintendent? Oh, I don't think he is interested. He does not like to start trouble."

Even indifference of school board and superintendent when it exists is a problem for teachers; it is a problem for

anyone who loves justice. Many citizens do not know about the inequalities. They will listen to teachers who are in earnest, will become aroused and work to change conditions.

These problems, all of them, call for more and better teacher preparation, insofar as teachers who are well prepared and sensitive to inter-American relationships can remedy the situation. Many institutions that prepare teachers are beginning to anticipate these problems and to educate the students to meet them. But the teacher who "completed her course" without getting such training can prepare herself in service by facing her problems squarely, by studying them, by reading to learn what others are doing. She should study bibliographies and, from supervisors or more experienced teachers, seek guidance in making selections. The Pan American Union, Washington, D. C., distributes bibliographies and other materials free or at small cost. The American Republics Section of the U. S. Office of Education will send free of charge, on request, pamphlets of readable information about the other American countries, and other useful items. From the American Republics Section, too, loan packets containing selected materials are available. Teachers should write the Office for lists of loan-packet titles from which to select when asking for loans.

How Some Schools Are Making Progress²

Let us look at some of the improvements made by teachers who have taken discouraging situations in hand and worked out improvements that are good to know about.

High-School English Discussion Group

Students in a high-school class in English a year or so ago were improving their ability to read, speak, and write through use of inter-American subject matter. The students were slow readers. It was assumed that these slow readers should not be required to do the work in Chaucer and Shakespeare, which was required of classes that were definitely college preparatory in purpose, and so the subject matter assigned for their

study included current reading. Part of it was about Latin-American countries. The class was conducted as a discussion group with a student leader. The children were interested. They took part. The teacher helped them find significant items and thoughts. At the close of the period they made intelligent comments about the various reports.

As outside work, the boys and girls read newspaper and magazine articles, clipped them, pasted each on a notebook page, and beside it wrote an interpretation, question, or remark. These were available to students and teacher for reading and discussion. One clipping drew comments. It was about a train wreck near Mexico City, in which a number of peasants on a pilgrimage were killed. The student had written something like this:

A first glance at this article reveals nothing of great interest to a reader in another country. But when you stop to think, you note the words "pilgrimage" and "peasant". The first suggests religion, and it makes you wonder how these people worship, what they believe about God, what the other ways of living are that go with their religion. The second makes you wonder how peasants live in Mexico, and so if you want to answer your questions you will do more reading.

Latin-American Folk Dances

A class of high-school girls in physical training were learning Spanish dances. The girls, rather than the teacher carried on the routine of class work, such as taking attendance and giving the directions for class exercises. *Anglos* and Spanish Americans danced together. Spanish girls knew some of the steps and the teacher gave them recognition and social confidence by asking certain ones to help her teach the *Anglos*. Through an activity which they enjoyed these children gained appreciation of Latin-American folk dance and music.

Travel Bureau and "Mexican" Newspaper

In one elementary school, each class made a study of one Latin-American country, and their work shows how valuable a variety of materials can be. Each prepared an exhibit of books, recordings, pictures, creative drawing and construction work, and products of the country chosen. The eighth grade acted as a travel bureau to guide "travelers" from room to room and help them gain the information they desired. Ma-

terials were exchanged among the rooms. Each child was helped to select material for his study according to individual interests and needs. The class had textbooks, critically chosen and used chiefly as guides in getting an overall picture of the continent, after the studies had been made.

A certain fifth grade gained experiences through a study of Mexico in an enterprise that might have done justice to a high-school class. Someone suggested that they imagine themselves to be citizens of Mexico, and that they write a newspaper such as Mexicans might write. The finished paper revealed the study which the children had done. An editorial presented a Mexican view of the Good Neighbor policy. Current news of the war was given. A letter to the editor from a Mexican expressed disapproval of a coal strike in the United States. The paper contained a sports page that might have been written in Mexico, with an item about a bullfight. The weather was given for Mexico. The society column contained reference to a visit from a prominent person in the United States. A woman's page had recipes for Mexican food.

Spanish-Speaking Pupils' Experiences

An elementary school attended by Spanish-speaking boys and girls changed its program from one unrelated to the children's lives to one in which the children's activities were selected by the criterion, "Will this experience improve life for this child in this community?" The criterion was applied to school, home, and community activities including recreation. The change grew out of a 2-year program for school community improvement. A visit to the school after the change revealed:

First-grade children were learning to make kites, and composing and reading stories printed on charts about their experiences in kite making and flying.

A third grade, in which many of the children were over-age, were making bookcases for the room and painting them to carry out an attractive color scheme. Some of the bookcases were arranged to make a library corner. Thin white curtains were stenciled in color by the children and hung at the windows in such a way as not to obstruct the light. This class also made a study of the flowers of the community, learning to identify many, and arranging bouquets now and then. Many of the chil-

² Illustrations in this section are taken from reports and observations in the schools of Albuquerque, N. Mex., Syracuse, N. Y., and San Marcos, Tex.

dren would be able to carry out in their own homes the ideas gained.

The boys of four grades developed a cooperative project, a school garden, learning important things about selection of ground, preparing soil, making a planting plot, planting and cultivating, and keeping records.

Another group kept a record of the foods which they ate for a week. Then they made a diagram. This showed that their diets contained too little of such foods as green and yellow vegetables, and milk and milk products. Their work was used as the basis for a study of foods and nutrition in an evening class of adults.

For School and Community Action

In many situations like the ones described, problems are being solved. To start a program of improvement, the teacher should study her pupils and their needs in the homes and community in which they live. She should study the school program in its relation to these needs. She should decide where

in this program to incorporate the experiences which the children should have for richer present living. For *Anglos*, such experiences include study to raise and answer vital questions which people are discussing about other American countries and about inter-American relationships. In the case of Spanish-speaking children, the experiences needed include improvement of health and nutrition in school and community, better use of English, and social and economic adaptation to United States ways.

All along her way, the teacher should confer with supervisor or principal or superintendent. Thus her inspiration and activities for friendship with neighbor nations can spread to the entire school and be carried into a suitable and harmonious program of cooperative action for school and community.



Teaching Peace Is Not Enough

Gladys A. Wiggin, Assistant Specialist for Exchange of Information on Education and Evaluation of Credentials, Division of International Educational Relations, makes the following report regarding a Colorado plan for focusing attention on the teaching of world citizenship in the public schools.

International education designed to present a basis for action was the motif underlying a series of district educational institutes recently held in Colorado. These lecture-discussion meetings which grew out of the work of the World Citizenship committee of the Colorado Education Association with administrators and social studies teachers, were an inspiring model, both in organization and in earnestness of purpose.

Some years ago under the leadership of Supt. A. H. Dunn, of Fort Collins, Colo., the World Citizenship Committee was organized. Counsel was solicited of Dr. Ben M. Cherrington, Director of the Social Science Foundation of the University of Denver, and the resources and services of that institution were made available for the development of the committee's program.

With the end of the War, the International Relations Committee of the National Education Association, under

the chairmanship of Dr. Cherrington, saw the necessity for making United States participation in a world organization a practical reality by focusing attention on the teaching of world citizenship in the public schools. Colorado was asked by the N. E. A. committee to experiment on a State basis with a planned program for social studies teachers. The World Citizenship Committee of the Colorado Education Association furnished a medium.

Plan of the Colorado Institutes

The institutes were opened with a preparatory conference held in Denver early this year, under auspices of the State World Citizenship Committee. Superintendents and social studies teachers were invited to participate in a model conference on major factors in international education, the nature and implications of the control of nuclear energy, and the role of the social studies teacher in the atomic age. Time was allowed for planning similar district conferences to be held during the following weeks in the smaller communities throughout the State. School people attending the preparatory conference took responsibility for sponsoring these local conferences under general supervision of one member of the State Committee who could attend the meetings.

Speakers and discussion leaders in the social and natural sciences were made available for the conferences through agreements of the State Committee with such organizations as the Social Science Foundation of the University of Denver, the American Federation of Scientists, the U. S. Office of Education, and the University of Colorado.

Local chairman were encouraged to make their programs flexible enough to fit their special interests; so that in some instances high school and junior college students were included in the conferences, and in several places, leaders of adult organizations in the communities.

Responsibility in a World Order

To answer the protest, "But we taught peace through the 30's and look what happened"—which popped up time and again in the subsequent Colorado meetings—the Colorado experiment was addressed to social implications of world organization and, more important, to techniques and methods for achieving a citizen-action program.

We're several decades ahead of our development of the 30's, so the argument ran. We are now bona fide members of such world organizations as United Nations; whether we can achieve a lasting peace will depend on the extent to which we understand their functions, how intelligently we support the developing institutions and how we use them in international communication. Participating in a world organization, it was pointed out, requires more vigilance on the part of the alert citizen, but his techniques are much the same as making himself felt in his own national government. The different and unique requirement is that citizens shall have stretched their concept of citizenship to encompass a sense of responsibility in a world order.

Some Questions Raised

Both teachers and students repeatedly asked such questions of a work-a-day civilization as:

What must we Americans give up in order to function in a world organization?

How can atomic energy be diverted from human destruction to human service?

How can communist, capitalist, co-operative, and socialist economies operate peaceably in one world?

If we're aiming toward a world state, which nation's concept of government shall we adopt for that state?

How can we high-school students in southern Colorado be sure that while we are becoming world-minded, students in other countries are doing likewise?

Can We Wait for "Right-Minded" Children to Grow Up?

And the atom bomb kept injecting its ugly force into the discussion. If it is true that the United States cannot long keep its secret and that nations will be able presently to destroy each other in ruthless abandon, is the United Nations organization enough? Don't we need a world state? Isn't the question of world peace too immediate for any material progress to be felt through education of children now in school?

How can we get adult communities to study and act *at once* on the issues which will decide the future of the world?

What About the Elementary School?

Those intangible matters of the spirit—understanding, acceptance of other people regardless of their politics, religion, or color—were the concern of elementary school teachers at the conference. They pointed out that elementary pupils could only imperfectly cope with abstract matters of world organization. But with these children must begin the development of habits and attitudes which would serve them as adults in deciding whether they cared as much for their neighbors as they did for themselves.

This trend in the discussion brought in the world implications of attitudes of citizens in this country towards one another. How can we expect to cooperate successfully with countries which have no color line, when the status of minority groups in this country is so uncertain?

How Did the Conferences Add Up?

Although not expected to settle these larger issues, the Colorado experimental conferences did focus attention of educators on the urgency of study-action programs in their schools, among themselves, and in their communities. And they did emphasize the necessity for educators in all fields to develop a world

mind among their students and a new way of looking at old subjects.

To the Sponsoring Committee the institutes are only a beginning, an aid, and incentive to teachers of the social studies to make the day by day tasks of the schoolroom serve as keys to the new era which calls for master builders with a world outlook. Plans are under-way to capitalize on the impetus given by the conferences to the study of international problems.

A survey is being undertaken to discover the extent to which the international emphasis is included in the

social studies of the secondary schools throughout the State.

High-school international relations clubs are being encouraged to give wider expression to the awakened interest of students in world affairs. Their work on the organization of the United Nations is expected to culminate in a State conference of students and teachers under auspices of the Social Science Foundation.

Colorado is thus on the experimental road to world understanding through education, and it is making plans for further travel on that road.

Guidance in the Philippine Schools

The following excerpts are from a statement by Anacleto Santiago given at a recent Army Vocational Guidance Institute in Manila and sent to the U. S. Office of Education by Dr. Pedro T. Orata, Chief, Curriculum and Research Division, Department of Instruction, Commonwealth of the Philippines. Mr. Santiago was a staff member of the Institute.

Today we find ourselves faced with a new concept and a new responsibility, the problem of guidance.

In a recent study on the status of graduates from a vocational school, it was found that only 4 percent were employed in the type of work for which they have been trained in school. This is a deplorable result. It is a waste of human resources and effort. If a similar survey were made in the academic field, the situation would be found to be even more serious.

Other available studies on the subject paint the same picture as the above report. *Facts and Ideas About Philippine Education* presents 14 studies in the chapter "Occupational Information and Guidance," and the findings of all of these studies without a single exception point to the need of a functional guidance program in our schools. For instance, in one of the studies entitled "Occupations of Parents of Students" conducted in the Cavite High School in 1940-41, it was revealed among other things, that the choices of the students on the whole "did not correspond to the demand for workers in specific occupations." In another investigation en-

titled "A Study of the Social and Economic Problems of High School Graduates" conducted in the Romblon High School in 1940-41, the investigator found, among other things, "no evidence of guidance while in training."

The responsibility of every school, whether public or private, is not only to educate its students but to see to it that their education will blossom to fruition through correctly guiding them in their rightful careers in life. Human potentiality must be properly utilized. This is the only valid way to justify the school education given to our children. It is therefore the first task of all schools to find ways and means to set up the machinery of guidance.

But guidance should, as far as practicable, be systematic. To meet the responsibility, we must not say we are going to do it and then merely give some sort of advising to students. This would be ineffective, uneconomical, and practically useless. The desired results must be achieved through scientific guidance.

In our practice in attempting to advise students in school, we are all aware of our dependence on the principle "Teach first and guide later." Consequently, we usually give some kind of guidance in the last year of the student in school. Experience in the previous years have shown, however, that this principle did not lead us to the right road. Now we have come to see that the correct principle for guidance is: "Guide as you teach and teach as you guide."

Guidance does not consist in simply advising students to behave, to study hard, to pursue this or that course, or to go to this or that school. The new concept demands an inventory of the personal qualifications of the student, a similar inventory of the qualifications that a job demands, and a matching of these in order to secure maximum agreement. Only then can we guide the student to the right occupation.

One should not, however, presume that counseling is the end of the road to guidance. The goal is still distant. After counseling, we must give to the students that training which will pre-

pare them for their chosen careers. To counsel them to pursue a certain career without helping them acquire those qualifications necessary to succeed in the job would be leaving them subject to probable failure. At the completion of this training, their placement follows. It is a part of our responsibility to continue our patronage on them until they get securely at their job. And when they get there, still we have to follow-up their progress in order to help them further, if necessary. Our ultimate concern is their success when they are already on the job.

School Plant Articles in Architectural Magazines

Although the standard reference books on school buildings, grounds, and equipment should be at hand when school plant specialists, school administrators, and architects plan new school facilities, additional valuable and timely suggestions are to be found in annual and monthly literature of the past few years.

School administrators are generally familiar with the nationally circulated educational magazines, but it is possible that they may not be aware of the many school plant articles which have appeared in some of the architectural journals. Following is a list of representative articles on this subject which appeared in three of the architectural magazines from 1941 through 1945—*Architectural Record*, *Pencil Points*, and *The Architectural Forum*. The selection was made by Ray L. Hamon, Chief, School Housing Section, Division of School Administration.

Architectural Record

- Schools and Colleges, February 1941.
- New Schools for Old, June 1941.
- Elementary Schools, December 1941.
- Schools, March 1942.
- Demountable School, Prefabricated School for FWA, by Franklin and Kump, May 1942.
- Lessons from Swedish Schools, October 1942.
- School in the Adirondacks, by Haskell, Churchill, and Seidenberg, December 1942.
- Elementary School, January 1943.
- New Schools After the War, February 1943.

- On Planning the Postwar School, by Nichols and Friswold, March 1943.
- Community Schools, March 1944.
- The School of the Future, by Kenneth K. Stowell, March 1944.
- J. W. Sexton High School, by Warren S. Holmes, April 1944.
- Two Designs for an Elementary School, April 1944.
- Sixteen Ways of Daylighting Classrooms, by Douglas Haskell, May 1944.
- El Tejon School, by Frank Wynkoop, March 1945.
- Neighborhood Schools, June 1945.
- Advances in the Art of Schoolroom Daylighting, by Frank Wynkoop, July 1945.

Pencil Points (Progressive Architecture)

- Hollywood High School, by Marsh, Smith & Powell, May 1941.
- Experimental Public School, Bell, Calif., by Richard J. Neutra, May 1941.
- Hawthorne Grammar School, Beverly Hills, Calif., by Ralph C. Flewelling, May 1941.
- Long Beach Polytechnic High School, by Hugh R. Davies, May 1941.
- Acalanes Union High School, Contra Costa County, Calif., by Franklin and Kump, May 1941.
- Deer Valley Union School, Brentwood, Calif., by Frederick H. Reimers, May 1941.
- Oliver Morton School, Hammond, Ind., by Elmslie and Hutton, September 1941.
- Ross School, Ross, Calif., by Carl F. Gromme, June 1942.
- Jericho School, Long Island, N. Y., by Godwin, Thompson, and Patterson, June 1942.
- Machine and Metal Trades High School, by Eric Kebbon, June 1942.
- Granite City, Ill., Kindergarten School, in Replanning Exhibition, by Seniors in School of Architecture, Washington University, St. Louis, September 1942.
- Kingsford Heights, Ind., Typical School Building, by Garfield, Harris, Robinson, and Schafer, October 1942.
- Community School, Dover, Del., by Walter Carlson, November 1942.

- Arlington Heights High School, Fort Worth, Tex., Preston M. Geren, November 1942.
- War School for the Treadwell School District, Wayne County, Mich., by Lyndon and Smith, November 1942.
- School-Community Center, Centerline, Mich., by Saarinen and Swanson, November 1942.
- The School Plant Reexamined, by John Lyon Reid, September 1943.
- Discussion of School Buildings After the War, by Holmes and Shigley, April 1943.
- Rugen School, Glenview, Ill., by Perkins, Wheeler, and Will, September 1943.
- Postwar Elementary School, by Childs and Smith, September 1943.
- McLaughlin Junior High School, Vancouver, Wash., by Day W. Hilborn, February 1944.
- Photograph of Taliesin West, Maricopa Mesa, Paradise Valley, Ariz., by Frank Lloyd Wright, June 1944.
- Carmel High School, Carmel-by-the-Sea, Calif., by Franklin and Kump, April 1945.
- High Point School, Seattle, Wash., by Stuart, Kirk, and Durham, April 1945.
- Sunnylea School, Etobicoke, Ontario, by John Burnet Parkin, April 1945.
- Codes Should Be Instruments for School Planning, by John E. Nichols, April 1945.

The Architectural Forum

- School for Crippled Children, Denver, Colo., by Burham Hoyt, February 1941.
- High School, Colorado Springs, by Hoyt and Bunts, February 1941.
- Crow Island School, Winnetka, Ill., by Eliel and Eero Saarinen, Perkins, Wheeler, and Will, August 1941.
- Cardinal Hayes High School, Bronx, New York City, by Eggers and Higgins, December 1941.
- Gloucester High School, Gloucester, Mass., by Coolidge, Shepley, Bulfinch, and Abbott, March 1942.
- Thomas O. Larkin School, Monterey, Calif., by Stanton and Mulvin, April 1942.
- New Buildings for 1942:
- High School, by Perkins, Wheeler, and Will, May 1943.
- Trade School, by Voorhees, Walker, Foley, and Smith, May 1943.
- Planned Neighborhoods for 1942: The School-Neighborhood Nucleus, by N. L. Engelhardt, Jr., October 1943.
- Primary School in Basel, Switzerland, by Hermann Baur, January 1944.
- Public School System for Delano, Calif., by Ernest J. Kump, April 1944.

Recent Appointments

(From page 2)

tion, Mr. Armsby will serve as liaison officer between the Office and the engineering colleges. His first objective is to establish and maintain a clearing house for information and educational and statistical studies of value to engineering educators, and also to industrialists, Government officials, and prospective engineering students.

Mr. Armsby has served as a member of the National Council of the Society for the Promotion of Engineering Education, and as chairman of the Missouri section. At the present time, he is chairman of the Society's committee on secondary schools.

Permissive School Entrance Ages in Local School Systems

by Grace S. Wright, Elementary Education Division

CURRENT interest in the education of the young child is reflected in the many inquiries which the U. S. Office of Education receives with regard to regulations governing his entrance into the kindergarten or first grade of the public school. School people write that parents are concerned because of restrictions which keep their children out of school a year unless their birthdays precede a given date. They want to know how other systems are handling this problem. Other school officials interested in developing a policy which will assure that children entering the first grade will be able to do the work of first grade, want to know what is the most generally accepted chronological age for entrance to first grade.

While information is fairly complete on compulsory-school-attendance ages, relatively little is available on the ages at which children are permitted to enter school. The reason for this is clear: Compulsory school attendance laws are State-wide in their application; regulations governing permissive school entrance ages are, in most States, made by the local school boards. The result is that in any one State there may be as many different rulings as there are school boards. Even in a State which has a law specifying minimum and maximum ages for attendance at school, interpretation of the law may vary widely among the local systems. For example, New York State Education Law, section 311, provides that a local board may establish kindergartens which shall be free to resident children between the ages of 4 and 6, "provided, however, such board may fix a higher minimum age for admission to such kindergarten." Education Law, section 567, reads: "A person over 5 and under 21 years of age is entitled to attend the public schools . . ." The wide variations in practice which exist in this State are commented upon as follows in a recent bulletin of the New

York State Department of Education (No. 1297) entitled "Pupil Progress in the Elementary Schools of New York State":

There seems to be no uniformity of practice in regard to age of school entrance. Practice throughout the State varies from entrance at an age less than 4 in a two-year kindergarten to entrance at age 6 or above in schools having no kindergarten. Many schools do not maintain kindergartens but enter five-year-olds in the first grade in order to meet the legal requirements. The entrance ages in schools having a one-year kindergarten vary from one school to another by nearly a year.

In order to discover any central tendencies among school systems in meeting this problem of entrance ages, as well as existing divergent practices, a compilation has been made of available information contained in publications of local school systems on file with the U. S. Office of Education. These publications include elementary school handbooks; teachers' manuals, rules, and regulations; etc. In a few cases, in order that each State might be represented at least once, direct inquiry was made of a city school system. Although some information is included for a total of 110 cities and counties in 48 States and the District of Columbia, complete information is not available in all cases.

"Six years of age by January 1" (which generally means *prior to* January 1), is the most frequently mentioned age criterion for entrance to first grade; and "5 years by January 1," for entrance to kindergarten. November 1 and December 1 are the next most popular age-criterion dates. In fact, the 2-month period, November 1 to January 1, includes one-half of all of the cases for first-grade entrance.

Alabama, North Carolina, South Carolina, and Virginia have State laws requiring the child to be 6 on or about the time of entrance to first grade. Beaumont and Dallas, Tex., do not admit children at the beginning of the

school year who become 6 after October 1, although Dallas—which has a 2-term year—will admit those who become 6 by February 1 to the second term upon payment of tuition. Port Arthur, Tex. requires children to be 5½ before they may enter kindergarten. Keokuk, Iowa; Portland, Maine; and Santa Fe, N. Mex. are other systems operating on an annual promotion plan, which have a ruling that children who will not be 5 or 6, for kindergarten or first grade respectively, approximately at the beginning of the term, may not be permitted to enter until the following school year. In justification of its policy, Keokuk says:

Our present rule became effective September 1942. [Prior to that the critical date was January 1.] Since that time we have had a number of requests for exceptions, but we have, until this time, made no exceptions to the rule. Also, at the end of each year since the rule became effective, we have had the kindergarten teachers and then, finally, the first- and second-grade teachers submit written reports indicating whether or not they feel the delayed age has been of some help to them in the development of the school program. In all cases the teachers have indicated that the delay has made a noticeable difference in the maturity of the pupils and in their social attitudes in the schoolroom. The reports as submitted have strengthened our belief that the kindergarten age should be delayed as we have done here.

At the other extreme are school systems which accept children for first grade who are just over 5 or are less than 5½. Examples of such systems are found in the States of California, Massachusetts, Michigan, New Hampshire, and New York. Other States in which fairly early entrance ages are found are Illinois, Kentucky, Nebraska, Ohio, Pennsylvania, and West Virginia.

(In the accompanying table, dates given, such as "6 by March 1," are *following* the opening of school in September; ages given, such as "5 years, 9 months," are *at* the opening of school, or the first day of the second term, as the case may be. Dashes indicate that information is not available. To make for greater uniformity, when admission dates are reported by local systems as on or before the last day of the month, they are referred to here as the first day of the succeeding month, e. g., "on or before December 31" has been changed to "by January 1.")

Minimum entrance ages to first grade and kindergarten in 110 local school systems

School System	Minimum age for fall entrance		Minimum age for midyear entrance	
	First grade	Kindergarten	First grade	Kindergarten
1	2	3	4	5
ALABAMA:				
Birmingham	6 by Oct. 1	No kindergarten	6 by Feb. 1	No kindergarten.
Montgomery	do.	do.	(*)	Do
ARIZONA:				
Phoenix	6 by Dec. 1	5 by Dec. 1	(*)	(*)
Tucson	6 by Jan. 1	4 (by tuition only)	(*)	(*)
ARKANSAS:				
Little Rock	do.	No kindergarten	6 by 9 wks. after opening of term.	No kindergarten.
CALIFORNIA:				
Los Angeles	6 by Mar. 1	5 by Mar. 1	6 by Aug. 1	5 by Aug. 1.
Pasadena	do.	do.	do.	Do.
San Francisco	do.	do.	do.	Do.
COLORADO:				
Denver	5 yrs. 11 mos.	4 yrs. 11 mos.	5 yrs. 11 mos.	4 yrs. 11 mos.
Greeley	6 by Dec. 1	5 by Dec. 1		
CONNECTICUT:				
New Haven	6 by Jan. 1 ¹	5 by Jan. 1 ¹		
DELAWARE:				
Wilmington	6 by Jan. 1	5 by Jan. 1	(*)	(*)
DISTRICT OF COLUMBIA:				
Washington	6 by Nov. 1	5 by Nov. 1	6 by Mar. 15	5 by Mar. 15.
FLORIDA:				
Jacksonville and Duval County	5 yrs. 9 mos.	No kindergarten		
Tampa and Hillsboro County	5 yrs. 8 mos.	do.	(*)	No kindergarten.
GEORGIA:				
Augusta	6 by Jan. 1	do.	(*) (*)	Do.
Savannah	6 by Oct. 1 for 2-term schools; 6 by Dec. 1 for 1-term schools.	do.	6 by Apr. 1	Do.
IDAHO:				
Boise	6 by Oct. 15 ³	do.	(*)	Do.
ILLINOIS:				
Christian County	6 by Feb. 1 ⁴			
Des Plaines	6 by Dec. 1	5 by Dec. 1	(*)	(*)
Lake County	6 by Feb. 1 ⁴			
Rockford	6 by Jan. 1	5 by Jan. 1	(*)	(*)
INDIANA:				
Delphi Township	6 by Nov. 1		(*)	(*)
Evansville	6 by Dec. 1	5 by Dec. 1	6 by May 1	5 by May 1.
Henry County	6 by Jan. 1			
Indianapolis	6 by Nov. 12	No kindergarten	6 by Apr. 8	No kindergarten.
LaPorte County	6 when school opens ⁵	do.	(*)	Do.
IOWA:				
Cedar Falls	6 by Nov. 1 ⁶	5 by Nov. 1 ⁶	(*)	(*)
Cedar Rapids	6 by Oct. 1	5 by Oct. 1	6 by Apr. 1	5 by Apr. 1.
Keokuk	6 by Sept. 15	5 by Sept. 15	(*)	(*)
KANSAS:				
Holton	6 by Jan. 1		(*)	(*)
Topeka	do.	5 by Jan. 1	(*)	(*)
KENTUCKY:				
Ashland	6 by last day of 1st semester.		(*)	(*)
Louisville	5 yrs. 9 mos.	4 yrs. ⁷	5 yrs. 9 mos.	4 yrs. ⁷
LOUISIANA:				
New Orleans	5 yrs. 8 mos.	4 yrs. 8 mos. ⁸	5 yrs. 8 mos.	4 yrs. 8 mos. ⁸
Shreveport	do.	No kindergarten		No kindergarten.
MAINE:				
Portland	6 by Oct. 15	4 by Oct. 15; 5, for subprimary.	(*)	(*)
Sorrento		5 by Oct. 15 (subprimary grade).	(*)	(*)

Minimum entrance ages to first grade and kindergarten in 110 local school systems—Continued

School System	Minimum age for fall entrance		Minimum age for midyear entrance	
	First grade	Kindergarten	First grade	Kindergarten
1	2	3	4	5
MARYLAND:				
Baltimore	6 by Nov. 15	5 by Nov. 15	6 by Apr. 1	5 by Apr. 1
Prince Georges County	6 by Jan. 1 ⁹	No kindergarten	(*)	No kindergarten.
MASSACHUSETTS:				
Boston	6 by June 15	5 by June 15	(*)	(*)
Holden	6 by Jan. 1 ¹⁰			
Wakefield	6 by Apr. 1 ¹¹			
MICHIGAN:				
Detroit	5 yrs. ¹²	4 yrs. ¹²	5 yrs. ¹²	4 yrs. ¹²
Grand Rapids	6 by Mar. 1	5 by Mar. 1	6 by Aug. 1	5 by Aug. 1
Ironwood	5 yrs.	4½ yrs.	(*)	(*)
MINNESOTA:				
Breckenridge	6 by Jan. 1		(*)	(*)
Minneapolis	6 by Jan. 1, or after 1 yr. kindergarten.	5 by Jan. 1 ⁹	(*)	(*)
Morris	6 by Jan. 1		(*)	(*)
MISSISSIPPI:				
Meridian	6 by Dec. 1	No kindergarten	If 6 by Mar. 1, child is admitted to reading readiness group in centrally located elementary school.	
MISSOURI:				
Cabool School District No. 4	6 by Jan. 1	do.	(*)	No kindergarten.
Kansas City	6 by Nov. 1 ⁶	5 by Nov. 1 ⁶	(*)	(*)
Nevada	6 by Jan. 1		(*)	(*)
MONTANA:				
Beaverhead County, District No. 10	6 by Dec. 15	5 by Dec. 15	(*)	(*)
Butte	6 by Nov. 15 ⁶	No kindergarten	(*)	No kindergarten.
Helena	6 by Nov. 1 ¹³	5 by Jan. 1	(*)	(*)
NEBRASKA:				
Lincoln	6 by Feb. 1, or after 1 yr. kindergarten.	5 by Feb. 1 ⁹	(*)	(*)
NEVADA:				
Reno	6 by Jan. 1	5 by Jan. 1		
NEW HAMPSHIRE:				
Manchester	6 by Apr. 1	5 by Apr. 1	(*)	(*)
NEW JERSEY:				
Glen Rock	Approximately 6; mature.	5 by Mar. 1	(*)	(*)
Newark	5 yrs. 9 mos.	4 yrs.	5 yrs. 9 mos.	4 yrs.
Rutherford	No specified age ¹⁴	5 by Jan. 1	(*)	(*)
NEW MEXICO:				
Santa Fe	6 by Oct. 6	No kindergarten	(*)	No kindergarten.
NEW YORK:				
Croton-Harmon	6 by Jan. 1 ¹⁵	5 by Jan. 1		5 by Jan. 1
Hornell	After 1 yr. kindergarten. ¹⁶	do.	(*)	(*)
Port Chester	After 1 yr. kindergarten. ¹⁷	do.	(*)	(*)
Rochester	6 by Apr. 1 ¹⁸	5 by Nov. 15 ¹⁹	(*)	(*)
Scotia	6 by Oct. 15, or after 1 yr. kindergarten.	5 by Mar. 1		
NORTH CAROLINA:				
Charlotte	6 by Oct. 1	No kindergarten	(*)	No kindergarten.
Raleigh	do.	do.	(*)	Do.
NORTH DAKOTA:				
Bismarck	6 by Jan. 1	No kindergarten		No kindergarten.
OHIO:				
Ashtabula Harbor	6 by Dec. 15	5 by Dec. 15		
Bellevue	do.	do.		
Cincinnati	6 by Nov. 1 ²⁰	5 by Nov. 1 ²⁰	(*)	(*)
Jefferson County	6 prior to beginning 2d term. ⁴			
Orrville	6 by Jan. 1		(*)	(*)
Parma	do.	5 by Jan. 1		

Minimum entrance ages to first grade and kindergarten in 110 local school systems—Continued

School System	Minimum age for fall entrance		Minimum age for midyear entrance	
	First grade	Kindergarten	First grade	Kindergarten
1	2	3	4	5
OKLAHOMA:				
Oklahoma City	6 by Dec. 1	5 by Dec. 1	(*)	(*)
Tulsa	6 by Nov. 1	5 by Nov. 1	(*)	(*)
OREGON:				
Bend	6 by Nov. 15			
Josephine County School District No. 7	6 by 1st day of school ²¹	No kindergarten	(*)	No kindergarten.
PENNSYLVANIA:				
DuBois	6 by Feb. 1	do		Do.
Mount Lebanon	6 by 1st day of school ²²	4 by Sept. 1		
Pittsburgh	6 by Dec. 1 for two-term schools; 6 by Feb. 1 for one-term schools. ⁹	3 yrs. 9 mos. ⁷	6 by May 1 ⁹	3 yrs. 9 mos. ⁷
Waynesboro	6 by Feb. 15		(*)	(*)
RHODE ISLAND:				
Providence	6 by Dec. 1 ²³	4½ by end of 1st month of school.	6 by Apr. 15 ²³	4½ by end of 1st month of term.
SOUTH CAROLINA:				
Charleston	6 by Nov. 1	No kindergarten		No kindergarten.
SOUTH DAKOTA:				
Aberdeen		5 by Jan. 1	(*)	(*)
Mobridge	6 by Jan. 1		(*)	(*)
Yankton	When child scores 75 on reading readiness tests.	5 yrs. by Sept. 1		
TENNESSEE:				
Chattanooga	6 by Jan. 1	No kindergarten		No kindergarten.
TEXAS:				
Beaumont	6 by Sept. 1	No kindergarten	(*)	Do.
Dallas	do	do	6 by Feb. 1 (by tuition)	Do.
El Paso	6 during first 40 school days. ²⁴	do	6 during first 40 school days of term. ²⁴	Do.
Port Arthur	(²⁵)	5½ by Sept 1	(²⁵)	5½ by Mar. 1.
UTAH:				
Logan	6 by Nov. 1	5 by Nov. 1	(*)	(*)
VERMONT:				
Bennington	Ready for reading	5 by Jan. 1		
Burlington	6 by Jan. 1	do		
VIRGINIA:				
Dinwiddie County	6 by Oct. 1			
Highland County	do			
Richmond	(²⁶)	5½ yrs ²⁶	(²⁶)	5½ yrs. ²⁶
WASHINGTON:				
Aberdeen	6 by Dec. 1	5 by Dec. 1	(*)	(*)
Hoquiam	do	5 at opening of school ²⁷		
Mount Vernon	6 by Nov. 1			
WEST VIRGINIA:				
Charleston and Kanawha County	6 by Feb. 1 ²⁸	No kindergarten		No kindergarten.
Mercer County	6 by Feb. 1	do		Do.
WISCONSIN:				
Lake Geneva		5 by Jan. 1		
Manitowoc	6 by Oct. 1; 2 yrs. kindergarten; and readiness.	4 by Oct. 1 (two yr. kindergarten).	(*)	(*)
Milwaukee	6 yrs ¹⁵	4 yrs	6 yrs ¹⁵	4 yrs.
WYOMING:				
Cheyenne	6 by Nov. 1	5 by Nov. 1	(*)	(*)

* No midyear entrance.

¹ New Haven, Conn.—Children from the kindergarten who are 1 to 3 months younger may be admitted to first grade, if—as a result of the kindergarten teacher's judgment together with a test administered by the testing department—probable success in the first grade is indicated. Children may be admitted to kindergarten down to 4 years if there is room. First graders are not admitted after October 1, but children are admitted to kindergarten at any time. Each case after the first of the year is passed on individually.

² Augusta, Ga.—Although midyear entrance classes have been eliminated, children whose

sixth birthdays come in the month of January may enter at the beginning of the second semester, provided they have been taught and demonstrate ability to go along with the class.

³ Boise, Idaho.—Children who become 6 by January 1 may be admitted to first grade if enrollments permit and if they have a physical and mental development equal to 6 years.

⁴ Christian and Lake Counties, Ill.; Jefferson County, Ohio.—Local boards may set earlier dates following which admission is refused.

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Factors Other Than Age Which Condition Enrollment

As is shown by the footnotes to the above table, under certain conditions 20 percent of the 110 school systems permit the enrollment of children younger than the prescribed entrance ages. These conditions vary from the passing of mental and physical tests, with recommendation by the psychologist or other school officer, to availability of classroom space. In some cases admittance is probationary, retention being dependent upon the child's accomplishments.

In four of the five New York school systems included, admission to first grade is contingent wholly or in part upon the completion of kindergarten. Hornell, for example, states that "All children are required to take a year's work in kindergarten." In several other cities children are "expected" to attend kindergarten. Manitowoc, Wis.'s rule reads:

All children between 4 and 5 years of age are expected to attend kindergarten for 2 years.

All children in the senior kindergarten are to be given a mental test in February * * * to help the kindergarten teacher to prepare the child for the first grade according to his apparent capacity to achieve. It also aids the teacher to determine which children should be promoted.

Rutherford, N. J., bases admission to first grade upon the pupil's physical and social maturity and his reading readiness; Yankton, S. Dak., and Bennington, Vt., on his reading readiness.

In general, the other school systems included here make no mention of exceptions to a prescribed age-criterion. However, except for those systems which are governed strictly by State laws, few have stated emphatically that exceptions may not be allowed. Keokuk, Iowa, previously mentioned, is an example of the latter, as is Grand Rapids, Mich. Topeka, Kans., another city in which age is the absolute criterion, has this to say:

We have held to the simple age requirement because it is easily administered and enforced * * * By adhering strictly to the age requirement we do keep some children out of kindergarten longer than their development necessitates. However, we feel we can make up for these conditions after we get the child by placing him with his correct social age group. In our experience the simple age requirement is the most satisfactory basis for admitting kindergarten and first-grade children.

Midyear Entrance

Fewer than one-fourth of the local systems included in the list report that they have midyear entrance, while nearly one-half report that they do not have. The other one-fourth make no reference to the matter. Assuming that when admission ages are stated as 5 or 6 by a given date with no mention of a later date for midterm admission, the system is an annual promotion one, then it may be concluded that approximately three-fourths of the schools operate on a one-term or annual promotion plan. Seven cities—Tucson, Ariz.; Wilmington, Del.; Augusta, Ga.; Rockford, Ill.; Keokuk, Iowa; Lincoln, Nebr.; and

Port Chester, N. Y.—reported that they have recently eliminated midyear promotions.

State Regulations

A number of cities have referred to regulations which exist in their States and to the fact that their rules are based upon these State regulations. Although no check has been made to determine how many States have regulations regarding permissive school entrance ages, mention of those which have been referred to by local systems may be of interest.

Specific entrance ages which are strictly enforced, are prescribed by a few States. California, in 1945, enacted legislation which prescribes admission ages for all schools in the State: Five years before March 1 for entrance to kindergarten; 6 years before March 1 for entrance to first grade. No differentiation is made in ages for admission of beginners in one-term and two-term school districts. In Alabama, all pupils who enter school in the fall term must be 6 years of age on or before October 1 of that school year; in a semiannual promotion system pupils may enter for the second semester who will be 6 years of age on or before February 1. The Act of the North Carolina Legislature provides "that children to be entitled to enrollment in the public schools must be 6 years of age on or before October 1 of the year in which they enroll and must enroll during the first month of the school year."

Some States prescribe a minimum en-

¹ LaPorte County, Ind.—Approximately two-thirds of the 21 townships enforce the rule laid down by the County Board of Education, while the other one-third do not.

² Cedar Falls, Iowa; Kansas City, Mo.; Butte, Mont.—A child 2 months younger may be admitted if he satisfactorily passes readiness tests.

³ Louisville, Ky.; Pittsburgh, Pa.—When school is crowded, older children are considered first for admission.

⁴ New Orleans, La.—Children may enter kindergarten at any time during the school term when they reach the age of 4 years and 8 months.

⁵ Prince Georges County, Md.; Minneapolis, Minn.; Lincoln, Nebr.; Pittsburgh, Pa.—A child 1 month younger may be admitted if he satisfactorily passes readiness tests.

⁶ Holden, Mass.—In special cases a child may be admitted if a test given by a State clinic indicates a mental age of 6 years and 6 months.

⁷ Wakefield, Mass.—A younger child who is shown by an intelligence test to have a mental age on September 1 of at least 6 years may be admitted during the first 2 weeks of school.

⁸ Detroit, Mich.—These ages are in accordance with State law. However, the attendance of 4-year-old children at kindergarten is discouraged.

⁹ Helena, Mont.—A child whose birthday occurs between November and January 1 may enroll, on probation, with the understanding that he may be excluded if found too immature to handle first-grade work.

¹⁰ Rutherford, N. J.—Entrance to the first grade is made on the basis of the pupil's physical and social maturity and his reading readiness.

¹¹ Croton-Harmon, N. Y.; Milwaukee, Wis.—Principal and first-grade teacher may allow exceptions.

¹² Hornell, N. Y.—There is no set age for first-grade entrance. All children are required to take a year's work in kindergarten. A boy or girl moving into the district at age 6 is compelled to take kindergarten before entering the first grade. Pupils are admitted in September and none are admitted during the school year, which ends in June, except in the case of families who move into the district during the school year.

¹³ Port Chester, N. Y.—There is no regulation as to date of admission into first grade. If a child has put in 1 full year in kindergarten and the teacher believes he is ready for first grade he is "passed." When there is doubt as to a child's ability to do first-grade work, he is examined by the school psychologist and her judgment is followed.

¹⁴ Rochester, N. Y.—Children of this age—and in some instances younger children—who are recommended by the kindergarten teacher are placed with first-grade teachers. During the first month study of their readiness for first grade experiences will be made. First-grade teacher's and kindergarten teacher's judgment, as well as test results, will be considered in determining the readiness of each child to begin a 1B program. Those who are ready will move gradually into a 1B program; those who are not, will return to the kindergarten.

¹⁵ Rochester, N. Y.—A child who becomes 5 years of age between November 15 and April 15 may be admitted on his fifth birthday.

¹⁶ Cincinnati, Ohio.—The superintendent may issue regulations governing the admission of younger children, provided that no child under 4 years and 6 months shall be admitted to kindergarten, and no child under 5 years and 6 months shall be admitted to first grade. In case of inadequate building facilities, the superintendent may refuse admittance to kindergarten until such time as room is available.

¹⁷ Josephine County, School District No. 7, Ore.—Date may be extended to November 15 if child presents a certificate from a doctor stating that he is over-developed and requesting he be permitted to enter school. First graders are tested and if not found mature enough for first-grade work are required to wait another year before continuing school.

¹⁸ Mount Lebanon, Pa.—A child who will be 6 years old by February 1 may enter the first grade if he satisfactorily passes reading readiness tests.

¹⁹ Providence, R. I.—This age may be lowered for children who have attended kindergarten three-fourths of a year if intelligence tests show they have a mental age of 6 years; children 5½ years old who have not attended kindergarten may be admitted if tests show they have a mental age of 6 years and 6 months.

²⁰ El Paso, Tex.—Children may be admitted on payment of tuition to either term of school, if their birthdays follow this 40-day period but precede the close of the term in which they seek to enter subject to any examination which may be required.

²¹ Port Arthur, Tex.—Parents are urged to send a child to kindergarten as soon as he is old enough to attend. If for some reason a child is more than 6 years of age when he enrolls for the first time, his case is decided on its own merits. The temporary classification is usually in the kindergarten. If the teacher, principal, and classification personnel feel the child should go on into first grade he is placed there after a short period of observation.

²² Richmond, Va.—The general policy in Richmond is to admit students to Junior Primary 1 (which is the first semester of kindergarten) if they are 5½ years old. However, due to crowded conditions in some schools and insufficient room in others, the policy is not rigidly adhered to. Principals use their discretion. In most schools the kindergarten lasts for an entire year, though there are a few schools which begin some first-grade work in the second semester of the kindergarten.

²³ Hoquiam, Wash.—Where not more than 35 pupils are enrolled during the first 2 days of school, additional pupils under 5 years may be enrolled until the total of 35 is reached, preference being given according to age.

²⁴ Charleston, W. Va.—A younger child of precocious development who has attended kindergarten may be permitted to attend school, but his attendance may not be counted with the average daily attendance for the school.

trance age but authorize local boards to establish later entrance ages at their discretion. Florida provides that all pupils must be 5 years 8 months old on the date of registration to enter first grade. A law recently enacted in the State of Maine prohibits the enrollment in first grade of children who will not become 6 by December 31 of the school year. For enrollment in classes below first grade, the Maine law reads: "In schools which offer the plan for the subprimary grade as outlined in the elementary school curriculum, only those children who are or will become 5 years of age on or before October 15 of the school year shall be admitted. In schools which offer other plans of childhood education prior to grade 1, only those children who with regular progress through the program will attain the minimal age heretofore prescribed for grade 1 shall be admitted." In South Dakota, school boards may authorize the enrollment of children who will have attained the age of 6 years on or before the first day of January of the same school year.

Several States prescribe ages at which children *must* be allowed to enter school. In Arizona, Minnesota, and Ohio, schools must be open to children who are 6 years of age, but local boards are permitted to set the date during the year before which the sixth birthday must occur. Illinois passed a law in 1943 providing that a child who reaches the age of 6 by December 1 may enter school in September. This does not prohibit local boards from allowing younger children to enter. The Louisiana State law says that all children who will reach their sixth birthday within 4 months after the opening of school shall be eligible to enter at the beginning of the term. According to Michigan law, resident children between the ages of 4½ and 7 are entitled to instruction in kindergarten, and in districts which do not maintain kindergartens every 5-year-old resident child is entitled to attend school.

Types of Regulations

The following excerpts from school regulations are given as illustrative of the variety of types which exist:

Washington, D. C. *Bylaws and Regulations* 1937 [in effect 1945-46]:

During the first semester of the

school year children 5 years of age and upward by November 1 may be admitted at the opening of school in the order of application. For the second semester of the school year the same procedure shall be followed, but March 15 shall be substituted for November 1.

Children who are 6 years of age and upward by November 1 may be admitted to grade 1 during the period of enrollment for first semester. Children who are 6 years of age or over by March 15 may be admitted to grade 1 during the period of enrollment for the second semester.

Kansas City, Mo. *Handbook 1945-1946*, Special Kindergarten and First-Grade Entrance Tests:

Children who will be 5 years old on or before November 1 and children who will be 6 years old on or before November 1, are entitled to enter the kindergarten and first grade respectively provided retardation or emotional maladjustment does not make their entrance inadvisable.

Young children under age for kindergarten or first grade may be recommended by the Psychologist for special entrance to kindergarten or first grade provided they will be 5 or 6 years old during November or December (November 2 to December 31). All tests for special entrance to kindergarten or first grade are given at the Psychological Clinic. Children who will not be 5 years old until January 1946, should not be enrolled in kindergarten until September 1946. Children who will not be 6 years old until January 1946, should not be enrolled in first grade until September 1946.

All children who are to attend kindergarten are expected to enroll during the first 5 weeks of school. However, children new to Kansas City, i. e., children of parents who move to Kansas City after the expiration of the first 5 weeks of school, may enter kindergarten or be recommended by the Psychologist, if under age for kindergarten, throughout the year. It is understood of course that only children who would have been eligible for kindergarten at the opening of school had they been in the city at that time can be admitted to kindergarten at a later date.

Children who have not previously been enrolled in first grade in another community may enter the first grade during the first 5 weeks of school, i. e., new first grade pupils are not admitted after the first 5 weeks, but they may enter by transfer from another community provided they have attained the required enrollment age of first grade pupils in the Kansas City Public School System.

Reno, Nev. *General Rules and Regulations*, 1945:

Any child whose fifth birthday falls on or before December 31 of the current *calendar* year may be admitted to kindergarten; any child whose sixth birthday falls on or before December 31 of the current *school* year may be admitted to the first grade.

Original admission to elementary grades shall be only at the beginning of the fall term.

Any child at proper age may be admitted to the kindergarten at any time.

Library Service

Library Conference

Participants in the First Annual Eastern Pennsylvania Library Conference, sponsored jointly by the library schools of the State Teachers Colleges at Millersville and Kutztown, and held in April on the campus of the latter institution, were given opportunity through exhibits and displays, talks, group conferences, and tours of school libraries to consider important factors of the conference theme, "Better Libraries Mean Better Schools."

Subjects discussed included: *Audio-Visual Aids* presented from the point of view of the school administrator, the museum and art gallery director, the curator of the historical society, and the

librarian; *Planning School Libraries* as carried on by the school administrator; *Book Selection for School Libraries* as conceived of by educators and librarians; *Functions and Purposes of School Libraries* presented by a teacher, a principal, a librarian, and a representative of the Middle States Association.

Out-of-State speakers were: Louis Shores, Director of the Library School, George Peabody College for Teachers, Nashville, Tenn., who addressed the group on "Outlook for School Librarianship"; and Nora E. Beust, Specialist in School and Children's Libraries, U. S. Office of Education, who spoke on the subject, "Encouraging the Maximum Use of the Elementary School Library."

Library Training for Veterans

The American Library Association recently called the attention of librarians to a program developed by the public library of Gary, Ind., for apprentice training of veterans under the Servicemen's Readjustment Act of 1944. The Gary plan is presented as a means whereby a library may assist veterans to prepare for professional librarianship and simultaneously augment its staff. Training is offered by the library in conjunction with a library school, and the program has received approval from the State educational agency as required by the Veterans Administration.

Under this apprentice program, a veteran trainee is guaranteed an income at a predetermined rate sufficient for living purposes from Government allowances under the G. I. Bill of Rights, supplemented by pay from the library. The A. L. A. reports that trainees at Gary Public Library will receive from its staff practical instruction in reference work, book selection, community services, and adult education, and will be required to take during their training period at least one course each quarter in the Graduate Library School, University of Chicago. It is expected that a veteran entitled to two and one-quarter years of schooling with Government allowances will be able to complete, while working full time in the library, the requirements for a library science degree. Admission to apprentice training in Gary Public Library presupposes graduation from an accredited college.

Fellows of Library of Congress in Education

For the purpose of extending the library resources and services of the Government in the field of education and reducing the possibility of uneconomical duplication of activities, a cooperative arrangement has been developed during the past year between the Library of Congress and the U. S. Office of Education. According to the *Annual Report of the Librarian of Congress, 1945*, this arrangement provides for the nomination by the Commissioner of Education of subject specialists on his staff as Fellows of the

Library of Congress in Education, who make recommendations as to the acquisition of material by the library and the development of its educational collection.

This cooperative arrangement of the Library of Congress with the Office of Education is similar to that with the National Gallery of Art. "The extension of the principles of cooperation embodied in these agreements," observes the Librarian of Congress in his *Annual Report*, "should result in benefits to the whole Federal establishment, for, by reducing duplication of effort and by assuming an interchange of resources, the collection and services of each agency can be strengthened and made more widely available."

Institute on Book Selection

The theme of the third annual institute of the Children's Section of the Michigan Library Association held recently at Grand Rapids, Mich., was "Book Selection." Throughout the meeting it was stressed that children's books should satisfy the individual needs of young readers. There were exhibits of books that represented the interests of children from preschool and elementary school to those prevalent in the junior and senior high school. The *Supplement to 500 Books for Children* formed the basis of the books discussed for age groups below the senior high school.

Introducing Books to Children by Radio

A series of weekly radio broadcasts entitled, "Books Bring Adventure," has proven during the past year a successful means of introducing books to children in the public schools of Battle Creek, Mich., according to a recent number of *Library News*, issued by the Michigan State Library.

"Books Bring Adventure" is a series of book adaptations dramatized and transcribed for radio presentation by the Association of Junior Leagues of America, and includes casts of leading stage and radio actors. For its selection of titles, the Association relied on a committee of specialists in children's literature, who chose books bringing to boys and girls in the upper elementary grades the experiences of children

in foreign lands as well as in the United States.

This series of weekly broadcasts was presented in Battle Creek by the public library, which purchased in advance several copies of each book dramatized. An announcement after each program referred listeners not only to the boys' and girls' department of the library, but also called attention to related materials for parents in the adult department.

Restocking Libraries Abroad

The American Book Center for War Devastated Areas, Inc., with headquarters at the Library of Congress, announces in a recent release that it has been recognized by governmental and private agencies as the official coordinator of activities for restocking libraries abroad which were destroyed during the recent conflict.

According to its executive director, the American Book Center has a two-fold objective: (1) To coordinate all efforts to aid in the reestablishment of foreign libraries; and (2) to build a stockpile of printed materials for distribution to these institutions.

In carrying out these aims, the center plans to collect scholarly books and journals useful in research and in the rehabilitation of war-ravaged areas. It hopes to receive such materials as gifts from libraries, educational institutions, learned societies, professional organizations, publishers, and from scholars, scientists, and other individuals throughout the United States.

The American Book Center plans to present its program on a State-wide and Nation-wide basis and to have the assistance and participation of learned, professional, technical, educational, and other groups in securing gift materials. Library organizations represented in the Joint Committee on Devastated and Other Libraries of the Council of National Library Associations will be asked to bring the program to all types of libraries in the United States and Canada.

Books for the Adult Blind

Talking Books for the Blind Placed in Distributing Libraries, July 1942-June 1944 has been issued by the Library of Congress. This list of books

recorded for the use of the adult blind includes a directory of the libraries responsible for their distribution, and 112 items arranged by broad subjects under the headings of biography; description, travel, adventure; essays, belles lettres; fiction; history; music, poetry; political science; radio; religion and ethics; science and natural history; and sociology. Entries include information as to title, author, reader, publisher, date, number of containers, number of records, and descriptive annotations. An index of authors, readers, other persons, and titles is provided.

Talking Books for the Blind may be secured upon application to The Library of Congress, Washington 25, D. C.

New Libraries in Venezuela

Significant educational progress, including provision for new libraries, has been noted under the present government in Venezuela in a recent report from the American consulate in Maracaibo.

A decree in the State of Zulia has authorized new library buildings and fixtures for seven municipalities whose councils have been made responsible for furnishing books and custodial service.

Reading Interests of Veterans

Security and independence are leading interests of returned veterans as reflected in their reading during the past year, according to reports received by the American Library Association from representative public libraries throughout the country.

Librarians in general report that ex-service men and women, before making a decision as to their future vocations, are checking deliberately in books and other reference tools for the personal qualifications, equipment, and prospects for success involved. Small business and farming appear predominant among the reading interests of veterans. New developments in science and industry have brought many businessmen to public libraries. For the mass of public library users, however, home interests are paramount in their choice of reading.

The American Library Association reports that library use over the country, as reflected by book circulation, is increasing. Many veterans acquired the reading habit in the armed forces, and

librarians regard this as an important influence on demands for library service. Although librarians feel that armed service did not change materially the preferences of readers, they do believe that the reading tastes of ex-service men and women have deepened and matured during their recent experiences. Not only is realism in literature popular in libraries, but also books that broaden mental and spiritual horizons.

Purple Heart High School

The following description of a high school in Southern California was contributed by 1st Lt. Eugene J. Taylor, M.A.C., Chief, Education Branch, Convalescent Services Division, Office of the Air Surgeon.

With the great amount of talk around the country on readjustment problems of returning veterans to secondary education, there is undoubtedly apprehension in the minds of many teachers concerning the influx of battle-decorated combat veterans into the atmosphere of "bobby sox" and "loafers." Some of this apprehension may be allayed by a look at a school in Southern California which thus far has had 258 high-school graduates representing a total of over 55,000 combat air hours, 8,000 combat air missions, 3,000 months of overseas service, and an impressive array of decorations including 438 battle stars, 54 Purple Hearts, 60 Presidential Group Citations, 168 Air Medals, 609 Oak Leaf Clusters, 63 Distinguished Flying Crosses, and 4 Distinguished Service Crosses.

In the AAF Regional Hospital at Santa Ana, Calif., there were 160 rheumatic fever patients in May 1944, who knew they would be hospitalized for a minimum of 6 months. Although they could not exert themselves physically, they were mentally alert and interested in academic school work. A survey of their backgrounds showed that in most cases they had completed two or more years of high school and many had received some college training as aviation cadets. Armed with these facts, the head of the hospital's education program went to the Adult Education Department of the Santa Ana schools to see what could be done. The result was a new high school.

A survey of the educational background of the patients showed that there were 30 who needed to complete just two units, history and English, in order to qualify for a diploma under the education laws of California. The two units which the patients could earn would also complete the residence requirements and entitle them to earn a diploma. In this first class there were 21 students graduating, over half of whom did not leave their beds during the course of instruction. The curriculum was expanded with the next class to include typing, mathematics, Spanish, and global geography and later included over 30 different subjects. In June 1945, a total of 83 patients were graduated. As with all classes, formal exercises were held complete with traditional caps and gowns, printed invitations and programs, base band, and civic and educational leaders of Southern California as commencement speakers.

Participation Voluntary

Despite its effectiveness as an educational program, the therapeutic value of the program was always kept paramount. Only those patients physically able to study were encouraged to enroll, and all participation was kept on a purely voluntary basis. In no case was a patient retained in the hospital longer than his physical condition required. Both officers and enlisted men participated in the program.

The reaction of the individual participating patient to this combined military-civilian education program is well summed up by a staff sergeant gunner-radio operator wearing the DFC, Presidential Unit Citation with two clusters, and the Purple Heart when he told those in charge "Receiving my wings and my high-school diploma are the two most important things that have happened to me in the Army."

This is a typical reaction of a typical American youth. During war "Joe College" of the American campus became the "G. I. Joe" of America's fighting fronts. But given a little time and understanding the same ambitions, determinations, and realizations of the importance of his goal that carried him to victory in battle will carry him to his destination in education. He hasn't changed basically; he's only just grown up.

EDUCATORS' BULLETIN BOARD

New Books and Pamphlets Citizenship

The Structure of Local Government. Analysis of the Problem, by Donald G. Bishop; *Teaching Aids*, by Edith E. Starratt. Washington, D. C., Published for the Maxwell Graduate School of Citizenship and Public Affairs, Syracuse, by the National Council for the Social Studies, a Department of the National Education Association, 1945. 140 p. (National Council for the Social Studies. Bulletin No. 19; Community Study Series, No. 1) 50 cents.

Presents a picture of the chief patterns of local government and analyzes the different types. The teaching aids include a statement of desirable outcomes, problems and questions the teacher may present, suggested activities, and evaluation. The bibliography lists references for pupil and teacher.

Another bulletin in this series is *Parties and Politics in the Local Community*, available from the same source for 50 cents.

High-School Record

Your High-School Record—Does It Count? Revised 1945. Compiled by Robert D. Falk. Pierre, S. Dak., South Dakota Press, 1945. 124 p. illus. \$2.25.

Stresses the requirements of the business world from the employer's point of view and shows the student that high-school records do count. Designed for use in commercial, English, speech, vocations and occupations classes, personal problems courses, freshman orientation, and in home-room programs.

Infantile Paralysis

Poliomyelitis; A Source Book for High-School Students. New York 5, N. Y., The National Foundation for Infantile Paralysis, Inc. (120 Broadway), 1945. 16 p. illus. (Publication No. 61) Free.

This booklet and a teacher's guide are intended for distribution to high-school teachers of biology, general science, and health education.

Teaching-Learning Unit

Investing in Yourself; A Unit for High-School Students. By Ruth Strang. Washington, D. C., Consumer Education Study, National Association of Secondary-School Principals, A De-

partment of the National Education Association, 1945. 90 p. illus. (Consumer Education Series, Unit No. 4) 25 cents, single copy.

Points out to the student that his immediate concern is to invest wisely in himself; offers educational and vocational guidance. Organized to be useful in a wide variety of courses and classroom situations.

Teacher Education

State Programs for the Improvement of Teacher Education. By Charles E. Prall, prepared for the Commission on Teacher Education. Washington, D. C., American Council on Education, 1946. 379 p. \$3.

Describes seven cooperative studies conducted in Alabama, Florida, Georgia, Kentucky, Michigan, up-state New York, and West Virginia. Discusses the purpose and general scope of the program and focuses attention on three special problems: General education of teachers, professional education of teachers, and in-service education.

Child Labor

Child Labor—As We Move From War to Peace. Annual Report for the Year Ending September 30, 1945. New York 16, N. Y., National Child Labor Committee (419 Fourth Avenue), 1945. 22 p. (Publication No. 393) Free.

Gives an over-all picture of child employment in 1945 and surveys postwar trends. Discusses problems of special interest to educators, including school leaving, part-time work by school children, child labor breakdowns, child labor and education, Federal aid to education, and school attendance. Briefly reports the progress of a major project—a study of part-time school and work programs.

Home Economics

The History of Home Economics. By Hazel T. Craig. Edited by Blanche M. Stover. New York City, Practical Home Economics (468 Fourth Avenue), 1945. 45 p. illus. \$1.50

Traces the history of the earliest developments of "domestic science" and brings it up-to-date to 1946. Includes biographical sketches of Ellen H. Richards and other pioneers in home economics, a chapter on the Lake Placid Conferences, a bibliography of some early home economics literature, and a complete list of conventions and presidents of the American Home Economics Association.

Housing

If Our House Could Talk, by Clara Olsen. Gainesville, Fla., University of Florida Project in Applied Economics, Florida Curriculum Laboratory, College of Education, 1945. 74 p. illus. 35 cents.

Developed by the University of Florida Sloan Project in Applied Economics for the intermediate grades; designed as a culminating book for the housing principles introduced and developed in the elementary school. Includes suggestions for pupil activities.

Safety Education

Safer Highway Travel; 21 Teachers Report Classroom Activities. Washington 6, D. C., Department of Elementary School Principals, National Education Association (1201 Sixteenth Street NW.), 1946. 16 p. illus. 15 cents.

Reports an experimental program in the teaching of traffic safety through the social studies, with the objective of discovering effective ways of creating a feeling of responsibility for the prevention of traffic accidents.

The Humanities

A State University Surveys the Humanities. Edited with a Foreword by Loren C. MacKinney, Nicholson B. Adams, and Harry K. Russell. Chapel Hill, The University of North Carolina Press, 1945. 262 p. \$4.

A collection of essays issued as one of the University of North Carolina sesquicentennial publications. Views the humanities not merely as a group of academic subjects, but as representing an ideal which can permeate all human activity; indicates how the humanistic ideal can illuminate all fields of human thought, including specialized research, the professions, and the life of the average citizen in the modern world.

Postwar Education

We Can Have Better Schools. By Maxwell S. Stewart. New York 20, N. Y., Public Affairs Committee, Inc. (30 Rockefeller Plaza), 1946. 32 p. illus. (Public Affairs Pamphlet No. 112) 10 cents.

Based on discussion at a round table of educators held by the Public Affairs Committee, February 22, 1945, and on various educational publications, including *Education for All American Youth*, *The Story of the Eight-Year Study*, and *General Education in a Free Society*. Presented with a view to aid in the formulation of a vigorous forward looking program in education.

Atomic Information

Atomic Information, Vol. 1, No. 1, March 4, 1946. Published by the National Committee on Atomic Information 1621 K Street, NW., Washington 6, D. C. \$1 for 6 months.

With the March 4, 1946 issue, the National Committee on Atomic Information began the publication of a fortnightly news bulletin to review the latest developments in the field of atomic energy use and control, to list material available, to report on organization activities, and to provide material for writers and editors. A study kit—including a study and discussion outline and an assortment of books and pamphlets—may be obtained from the same source for \$1.

Vocational Education

Guides to Educational Planning for Vocational Education. Tallahassee, Fla., Southern States Work-Conference on School Administrative Problems, 1945. 77 p. processed. 35 cents. (Order from: Edgar L. Morphet, Executive Secretary, Southern States Work-Conference on School Administrative Problems, State Department of Education, Tallahassee, Fla.)

Presents a point of view developed cooperatively by representatives from vocational education and from other areas of education. Deals with planning programs of education for agriculture vocations, trade and industrial occupations, distributive and business occupations, homemaking, and veterans education and guidance.

Recent Theses

The following theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

Exceptional Groups: Socially Maladjusted

A Comparative Study of Institutionally Adjusted and Maladjusted Defective Delinquents, by Samuel B. Kutash. Doctor's, 1944. New York University. 242 p. ms.

Attempts to determine the number and types of disciplinary problems in an institution for defective delinquents; to discover the inmates' reactions to various aspects of the institutional program and to estimate their value for diagnosis and prognosis of institutional adjustment or maladjustment. Presents case studies of adjusted and maladjusted inmates.

Correctional Education in the Adult State Reformatories, by Nelson John

Ransdell. Doctor's, 1944. Pennsylvania State College. 259 p. ms.

Analyzes the educational activities conducted in 20 adult State reformatories, the qualifications of the educational personnel, the methods and materials of instruction, and the opportunity afforded the released inmates to enter socially desirable employment. Recommends that the program of instruction be revised to stress desirable social living; that teachers be trained for correctional school instruction; and that the educational system be made a part of the public school system.

Defective Moral Reasoning in Delinquency: A Psychological Study, by Sister Mary Angela Betke. Doctor's, 1944. Catholic University of America. 96 p.

Analyzes the results of a moral reasoning test administered to 50 delinquent boys in an institution for boys, and to 50 nondelinquent boys from a large school located in the same geographical area. Finds a difference in reasoning between the groups. Shows the need for proper home training supplemented by the school, to teach ethical motives.

The Extent of the Rise of Juvenile Delinquency From 1933 to 1944 as Revealed by Data Secured From the Federal Bureau of Investigation, by Julia McE. Lee. Master's, 1945. George Washington University. 25 p. ms.

Presents charts showing the number of persons arrested in various age groups, based on fingerprint records. Describes many of the causes of juvenile delinquency.

An Investigation of Two Types of Material for Teaching Reading to Mentally Retarded, Delinquent, and Illiterate Male Adults, by Max Cooper. Doctor's, 1944. New York University. 75 p. ms.

Indicates that mentally retarded and delinquent adult beginners in reading profit equally well from the use of primer or adult type materials; that there is no relationship between intelligence level and gain in reading ability for subjects of this type; and that there is no relationship between initial status and gain in reading.

The Role of the School in the Prevention and Control of Juvenile Delinquency, by William C. Kvaraceus. Doctor's, 1943. Harvard University. 380 p. ms.

Traces the development, functions, and accomplishments of the school-centered Children's Bureau of Passaic, N. J. Studies case data on 363 boys and 198 girls who had been handled by the Bureau since it opened, analyzing data on the home and family, school adjustments, and neighborhood. Suggests that delinquents differ from the general population in that they are found more frequently in

frustrating situations which predispose them to aggression, to which they respond with delinquent behavior.

Some Factors Contributing to Social Maladjustment in Children From 10 to 16 Years of Age, by Irma N. Heyer. Master's, 1944. New Jersey State Teachers College. 61 p. ms.

Attempts to determine factors contributing to social maladjustment of school children in Elizabeth, N. J., and to evaluate measures used to prevent maladjustment. Describes the aims, teaching methods, and discipline aids used by the coaching school.

A Study of Some Socially Unadjusted Children in the Elementary Grades, by A. Lucille Harris. Master's, 1945. George Washington University. 55 p. ms.

Studies the socio-economic status, physical and social development; health and growth; work habits; attitude toward their teachers and toward other children, games and sports, and responsibility; chronological and mental age, and intelligence of 298 fourth, fifth, and sixth grade pupils who were under the direction of the writer from 1940 to 1945. Presents case studies of five of these children.

Physical Education

An Analysis of the Physical Education Programs of the Minnesota Secondary Schools, by Harold K. Jack. Doctor's, 1944. New York University. 150 p. ms.

Attempts to determine the relationship between enrollment, wealth of school district, percentage of pupils transported, the training of the teachers, and the physical education program.

Certain Personality Traits of High-School Girls Classified According to Individual Patterns of Participation in Physical Education Activities, by Mildred H. Wohlford. Doctor's, 1944. New York University. 276 p. ms.

Analyzes personality traits of girls enrolled in four secondary schools in southern Ohio, and studies their participation in games, sports, and dancing.

A Comparison of the Attitudes of Tenth and Twelfth Grade High-School Girls in Relation to Success in Physical Education, by Beata A. Cleary. Master's, 1945. Boston University. 56 p. ms.

Describes an experiment in which an attitude test was given to 176 sophomores and to 132 seniors. Concludes that it can be used to predict success or failure in physical education, and to determine individual differences.

The Correlation of Recreational Activities With Physical Education Grades at Boston University, by Patty Smyth. Master's, 1945. Boston University. 60 p. ms.

Concludes that students vary widely in their interests and in participation in activities. Indicates that there is little relationship between the number of activities participated in and the mark received in physical education.

Post-War Physical Education for Secondary School Boys, by Eugene F. Murrow. Master's, 1944. George Washington University. 58 p. ms.

Analyzes a sampling of State courses of study in physical education, and the physical fitness programs of the Army, Navy, Army Air Corps, and Navy Pre-flight Corps, to determine the physical education activities most used in developing and maintaining physical fitness. Outlines a program of physical education for secondary school boys designed to meet the need for physical fitness.

A Study of Expenditures and Service in Physical Education. An Analysis of Variations in Expenditure, Extent of Service, Personnel, Facilities, and Program of Physical Education in Selected Schools of New York State, by Ruth Abernathy. Doctor's, 1944. Teachers College, Columbia University. 113 p.

Develops a standard measure of service spread in terms of program categories, time requirement, and the number of pupils enrolled. Indicates that the total school expenditure is as satisfactory a basis for expenditure level analysis of service in physical education as is the use of physical education expenditures.

A Study of Health, Physical Education, and Recreation Programs for Women in Municipally Owned Colleges and Universities in the United States of America, by Vera Dreiser. Doctor's, 1944. New York University. 97 p. ms.

Traces briefly the history of Queens College, New York. Studies the health, physical education, and recreation programs of municipally-owned colleges in an attempt to develop a program of the women's students of Queens College.

A Study of the Present Status of the Health and Physical Education Programs in the Junior Colleges, by Harry J. de Girolamo. Doctor's, 1944. New York University. 174 p. ms.

Evaluates practices and policies in health supervision, health service, health instruction, and physical education in junior colleges to determine the extent to which they conform to established standards of desirable practice.

Courses of Study

These courses of study were recently received in the Office of Education Library. They are not available for loan or distribution by this Library.

Baltimore, Md. Department of Education. *Handbook in Phonics for Intermediate Grades*. Baltimore, 1944. 107 p.

Cincinnati, Ohio. Public Schools. *The Intermediate Manual. A Teachers' Guide, Grades 4, 5, and 6*. Cincinnati, 1945. 495 p. (Curriculum Bulletin 125)

Compton, Calif. Board of Education. *Compton Union Secondary Schools—the Junior High Plan*. Compton, Compton College Press, 1944. 76 p.

Connecticut. State Department of Education. *A Handbook in Industrial Arts for Connecticut Secondary Schools*. Hartford, 1945. 2 vols. (Curriculum Laboratory Bulletin 15).

Long Beach, Calif. Public Schools. *Seventh Grade Music: A Guide for Teaching Required Seventh Grade Music*. Long Beach, 1945. 157 p. processed.

Minnesota. State Department of Education. *Manual for Graded Elementary and Secondary Schools*. St. Paul, 1945. 125 p.

Orange, Tex. Independent School District. *Nursery School*. Orange, 1945. 103 p. mimeo. (Curriculum Bulletin 491).

Missouri. Department of Education. *Practical Arts—Industrial Arts Handbook*. Jefferson City, Mid-State Printing Company, 1945. 153 p. (Secondary School Series, Bulletin 7B).

Oklahoma. Department of Education. *A Course of Study in Machine Woodworking, 1A and 1B, One Year of Machine Woodworking in a High-School Shop*. Oklahoma City, 1942. 101 p. processed.

Washington, D. C., Public Schools. *Mathematics: A Handbook and Guide for Teachers With Goals for Kindergarten Through Twelfth Grade*. Washington, D. C., 1945. 75 p.

West Virginia. Department of Education. *A Course of Study in Driver Education for West Virginia Secondary Schools*. Charleston, 1945. 38 p.

Correspondence or Directed Home Study

The following information regarding correspondence or directed home study was prepared by Ben W. Frazier, Division of Higher Education, in response to numerous inquiries received by the U. S. Office of Education.

As a part of their program of adult education, many universities and colleges offer correspondence or directed-home-study courses of college grade, including in certain instances high-school courses. Private or commercial correspondence schools in great variety also offer courses in many fields.

Recognition of Correspondence Study.—The U. S. Office of Education does not rate or rank correspondence schools or courses. It urges all prospective students, however, to investigate most carefully the accredited status and the scholastic standing of any institution or school before signing any agreement with it for correspondence work.

For information regarding courses offered by correspondence departments in universities and colleges, write to the

National University Extension Association, Indiana University, Bloomington, Ind. The Association publishes a *Guide to Correspondence Study*.

The Handbook of Adult Education, usually found in college and public libraries, is published by the American Association for Adult Education, 525 West 120th Street, New York, N. Y. Accredited colleges and universities are listed in the U. S. Office of Education Bulletin 1944, No. 2, *Accredited Higher Institutions, 1944*, but this bulletin does not have separate lists of institutions that offer correspondence work.

Degrees Granted by Correspondence Schools.—"Degrees" granted for work done wholly by correspondence are not recognized by accredited colleges and universities or by examining boards of the different professions in the several States.

Counterfeit Degrees.—The lax chartering laws in some States permit the existence of correspondence schools whose practices amount virtually to the

sale of diplomas or degrees. The possession of a degree or degrees from such institutions is harmful and tends to discredit the professional and intellectual integrity of the holder. Such degrees have no academic value or recognition. No college accredited by recognized agencies grants degrees solely by correspondence.

Credit for Correspondence Courses.—A large number of institutions accept correspondence courses for credit from accredited universities and colleges, but the amount, or maximum hours, accepted toward the bachelor's or other degrees varies with each institution. There are many colleges and college departments, however, that will not accept credits gained through correspondence courses. A student planning to take a correspondence course should first ascertain the credit practices of the college he plans to attend later.

U. S. Armed Forces Institute.—The U. S. Armed Forces Institute, with headquarters at Madison, Wis., established by the War Department, offers instruction to military personnel in the Army, Navy, Marines, and Coast Guard. A wide variety of elementary, high school, college, and technical courses directly related to Army and Navy needs are offered at a nominal cost. The extension divisions of approximately 80 colleges and universities cooperate with the Institute. An Institute catalog may be secured in Army libraries, from Army information-education officers, from equivalent officers in other services, or from the U. S. Armed Forces Institute at Madison 3, Wis. To enroll in a course, write the Institute at Madison, or see the officers mentioned.

Persons in the armed forces are permitted to enroll up to the time of discharge. After discharge, veterans may enroll with schools and colleges recognized by the Veterans Administration under the provisions and benefits of the public laws.

Member Institutions of the National University Extension Association Offering Correspondence Courses, 1945

University of Alabama, University
University of Arizona, Tucson
University of Arkansas, Fayetteville
University of California, Berkeley
University of Colorado, Boulder

University of Denver, Denver, Colo.
University of Florida, Gainesville
University System of Georgia, Atlanta
University of Hawaii, Honolulu
University of Idaho, Moscow
University of Chicago, Chicago, Ill.
University of Illinois, Urbana
Indiana University, Bloomington
State University of Iowa, Iowa City
Iowa State College, Ames
University of Kansas, Lawrence
Kansas State College, Manhattan
University of Kentucky, Lexington
Louisiana State University, University Station, Baton Rouge
Massachusetts Department of Education, Boston
University of Michigan, Ann Arbor
University of Minnesota, Minneapolis
University of Missouri, Columbia
Montana State University, Missoula
University of Nebraska, Lincoln
University of Omaha, Omaha, Nebr.
Rutgers University, New Brunswick, N. J.

University of New Mexico, Albuquerque
University of North Carolina, Chapel Hill
University of North Dakota, University Station, Grand Forks
North Dakota Agricultural College, State College Station, Fargo
Ohio University, Athens
University of Oklahoma, Norman
Oklahoma A. and M. College, Stillwater
Oregon System of Higher Education, Eugene
Pennsylvania State College, State College
University of South Carolina, Columbia
University of South Dakota, Vermillion
University of Tennessee, Knoxville, University Station, Box 4218
University of Texas, Austin
Texas Technological College, Lubbock
Southern Methodist University, Dallas, Tex.
University of Utah, Salt Lake City
Brigham Young University, Provo, Utah
University of Virginia, University
University of Washington, Seattle
State College of Washington, Pullman
University of Wisconsin, Madison

What Louisiana Has Done—A Progress Report

In a recent issue of *Education in Louisiana*, State Supt. John E. Coxe tabulates 12 educational achievements of the State during the past 5 years, 1939-40-1944-45, as follows:

1. Inaugurated the 12-grade system.
2. Adopted an effective school-attendance law, and employed visiting teachers.
3. Revised the curriculum to provide an enriched educational offering, with emphasis on vocational education.
4. Inaugurated a school-community program in health education, established school-community food-processing centers, and greatly extended the reach of the school-community lunch program.
5. Made reorganizational studies of desirable consolidation of schools and of building and transportation needs in more than one-third of the parishes.
6. Raised standards for certification of teachers and school administrators, effective July 1, 1947.
7. Instituted an in-service program of teacher education, with emphasis on parish-wide workshops.
8. Stabilized the State public-school fund by constitutional dedication of the entire proceeds of the severance taxes, and by statutory fixing of a minimum per educable distribution.
9. Increased the distribution from the State public-school fund by \$6,370,170.
10. Increased by \$3,885,431.34 the total expenditure for salaries of white

teachers and principals, and increased by \$1,664,112.89 the expenditure for Negro salaries. These increases have made it possible to raise the average annual salary of white teachers and principals 39.4 percent, and that of Negroes 72.6 percent..

11. Increased the State appropriation for vocational education by \$520,000.

12. Voted a constitutional amendment authorizing parish school boards to increase constitutional taxes by as much as two mills, or to a total of five mills.

Milwaukee Public Schools' New Leaflet

With the February issue of *Teaching Progress*, Milwaukee public schools begin publication of a new 4-page leaflet "dedicated to the improvement of the educational opportunities of the children in the Milwaukee public schools, through the improvement of the services of the educational staff."

In announcing the publication, Supt. Lowell P. Goodrich states:

"The need for more effective communication uniting the many, complementary phases of curriculum development is the motivating factor for teaching progress. Better teaching involves the expanding concepts of the curriculum

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U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Curriculum Adjustments for Gifted Children. By Elise H. Martens. Washington, U. S. Government Printing Office, 1946. 83 p. (Bulletin 1946, No. 1) 20 cents.

Emphasizes the importance of providing suitable school experiences for pupils of outstanding ability, and describes the ways in which some elementary and secondary schools are adjusting their programs to meet the needs of such children. Gives typical units of experience in science, citizenship, literature, and other areas particularly adapted for them.

New Publications of Other Agencies

U. S. Department of Agriculture. *Farm Buildings from Home Grown Timber in the South.* By W. K. Williams. Washington, U. S. Government Printing Office, 1945. (Farmers' Bulletin No. 1975) 18 p. 10 cents.

Publication describes how timber on the farm wood lot may be utilized at little expense to construct new buildings and to repair old ones.

Forest Service. *Farmer Jones' Timber Crop.* Prepared in cooperation with the Extension Service. Washington, U. S. Government Printing Office, 1946. 15 p. (AIS-35) Free from Forest Service, U. S. Department of Agriculture.

A popular, brief account of how farm timber may result in a money income.

U. S. Department of Commerce, Bureau of the Census. *Balances in State General, Highway, and Postwar-Reserve Funds in 1945.* Washington, Bureau of the Census, 1946. (State Finances: 1945, Volume 2, No. 4, March 1946) processed. 8 p. Free from

Bureau of the Census, as long as limited supply lasts.

Analysis of the statistics on balances in certain funds of 25 States, which are believed to constitute a fairly representative group.

U. S. Department of Labor. Children's Bureau. *Facts About Child Health.* Washington, U. S. Government Printing Office, 1946. 31 p. (Bureau Publication 294) 10 cents.

With the objective of national good health in mind, this booklet shows what the needs are, where they are most urgent, how much has been accomplished, and what still remains to be done.

Women's Bureau. *Professional Nurses.* Washington, U. S. Government Printing Office, 1946. 66 p. (Bulletin 203, No. 3) 15 cents.

Summary of the outlook for women in professional nursing, as it can be projected from the experiences of the past and the present.

U. S. Library of Congress. *The Library of Congress Is the National Library.* By Luther Harris Evans. Washington, U. S. Government Printing Office. (Reprinted from the January 1946 issue of *Domestic Commerce*) 4 p. Free from The Library of Congress.

An account of the resources and services of The Library of Congress.

U. S. National Housing Agency. *Home Loans Under the G. I. Bill of Rights.* Washington, U. S. Government Printing Office, 1946. 12 p. 10 cents.

Explains in brief manner how the veteran may finance the buying or building of his home.

Inflation in Homes and Home Sites: Report on a Nation-Wide Survey. Washington, National Housing Agency, 1946. Processed. 37 p. Free from National Housing Agency as long as limited supply lasts.

Summarizes the findings of a survey made in March 1946 on the extent of price increases for single-family homes, as well as for raw acreage available for residential development and for fully prepared building lots.

Federal Public Housing Authority. *Public Housing: The Work of the Federal Public Housing Authority.* Washington, U. S. Government Printing Office, 1946. 45 p. illus., with numerous photographs. 20 cents.

Describes the war housing job, including both the private and the publicly financed housing; considers also problems after the war.

Milwaukee

(From page 31)

lum, the use of more effective instructional procedures, more thoughtful and painstaking guidance, and more nearly adequate teaching material. If the best thought and practice of each teacher can be made available to all, marked progress in solving our curriculum problems will result. This leaflet is issued with the hope that it may serve as an aid to the enrichment of the total teaching process."

Citizens' Library Movement

As one means of promoting educational advancement in Mississippi, there has been organized recently a Citizens' Library Movement, announcing its purpose (a) to bring together people interested in library development, and (b) to inform them of National and State movements of library interest. In this way it is hoped to develop an intelligent public opinion relative to library service which may result in strengthening existing libraries and establishing new libraries in every county of the State.

The Citizens' Library Movement of Mississippi opens its membership to individuals and organizations through annual dues. County-wide organizations are planned whose memberships will comprise a State-wide body. Dues collected by a county organization, therefore, will be divided with the State organization, which will use its funds for publicity and other expenses at the direction of a State executive committee.

In operation, the Citizens' Library Movement plans to elect biennially its State officers, who will comprise an executive committee. District chairmen will be appointed to assist the county organization and to stimulate locally the movement for better libraries. An annual meeting of the Citizens' Library Movement is planned in cooperation with the Mississippi Library Association. One of the early objectives announced by the new Library organization will be support of a legislative program for the State-wide financial support of library service.

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